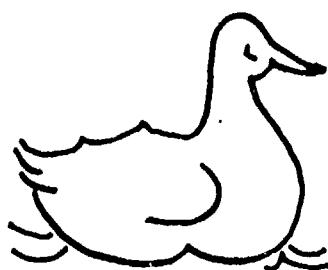


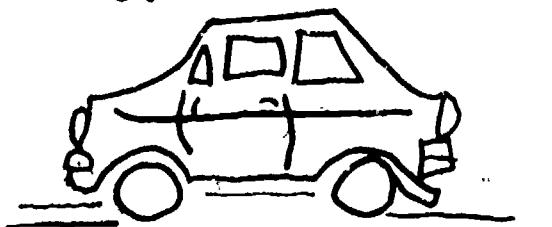
8. Word Meaning
(Continued)

5.



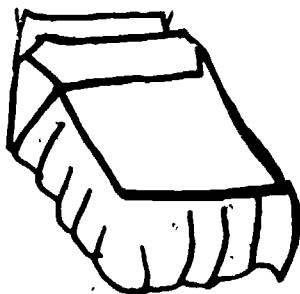
- duck
- run
- dress

6.



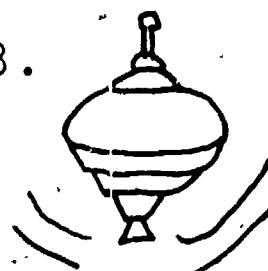
- cat
- play
- car

7.



- bus
- bed
- pan

8.



- top
- girl
- store

STOP

Number Correct _____
Possible Score _____

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level I

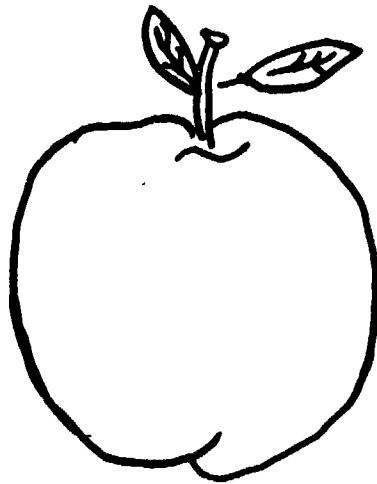
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EDUCATION & WELFARE
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Student's Name _____
I.D. Number _____
School _____
Grade _____
Teacher _____
Date _____

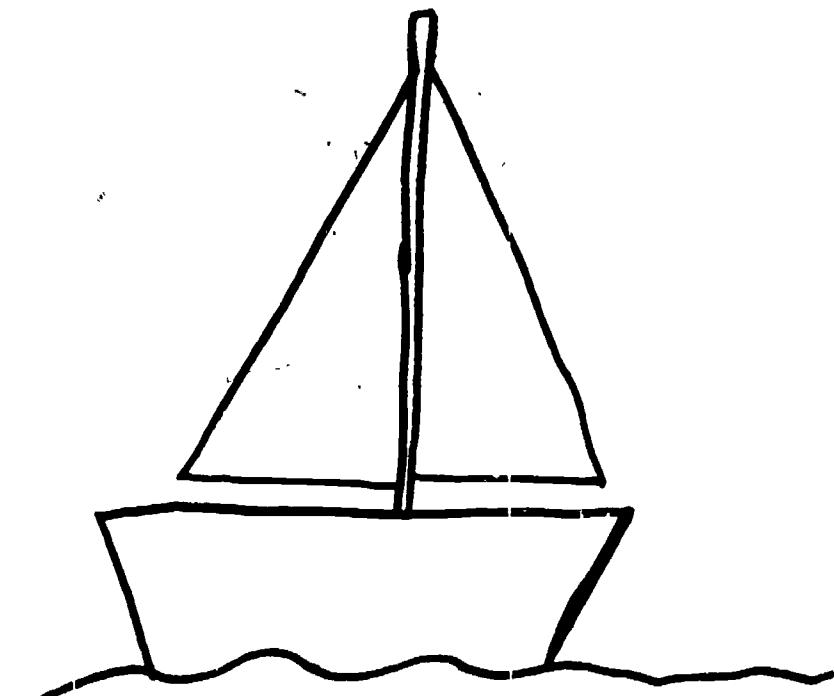
TM 004 692

1. Color Recognition

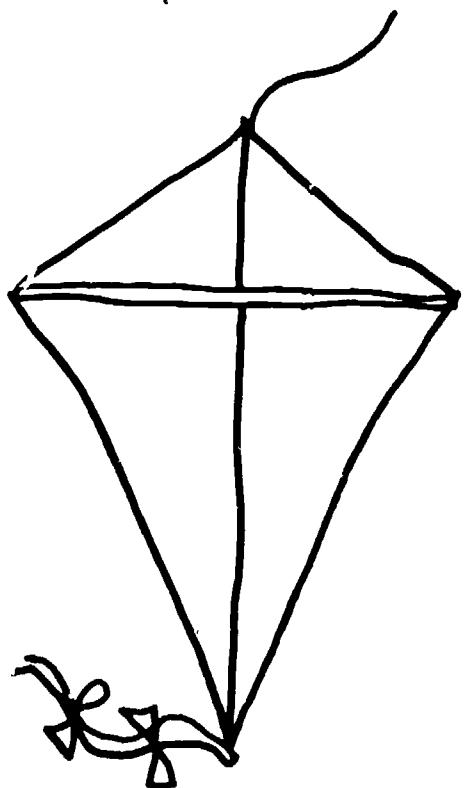
1



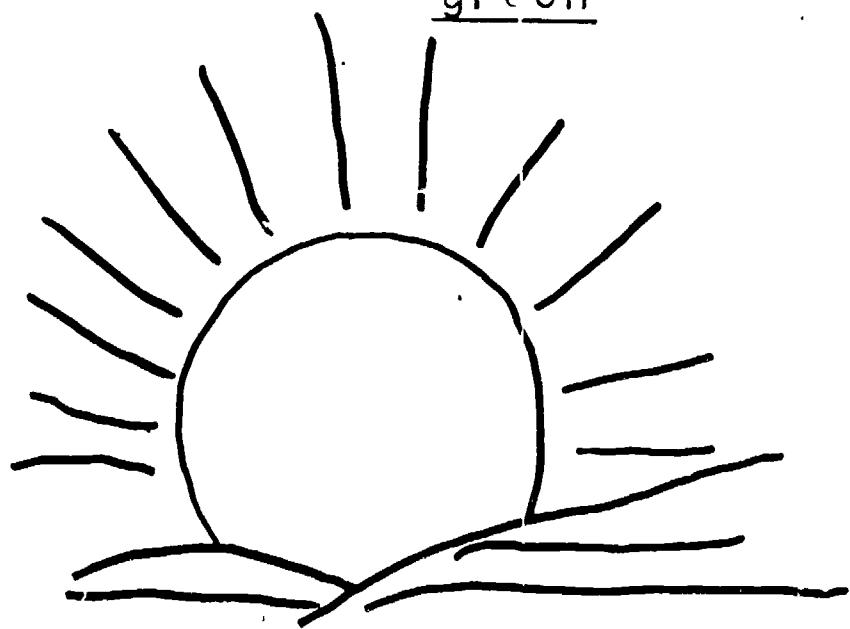
red



green



blue



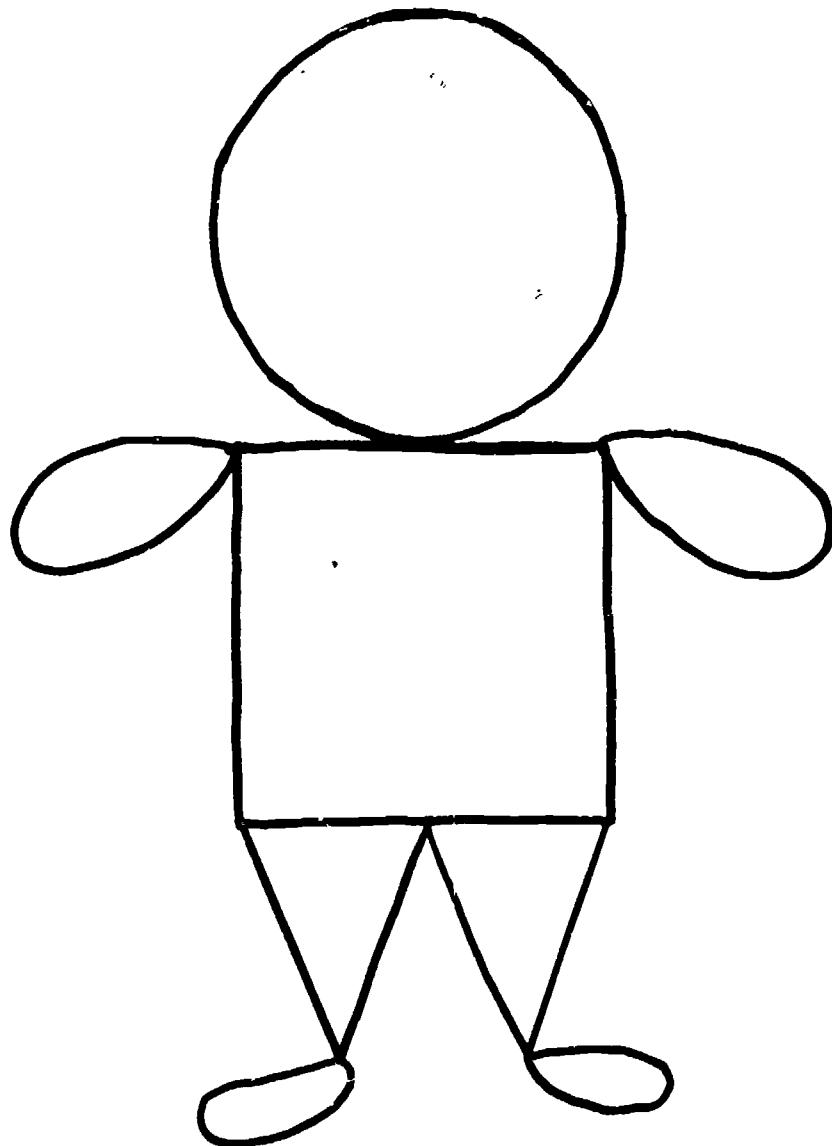
yellow

3

Number Correct _____
Possible Score 4

2

2. Shape Identification



Number Correct _____
Possible Score _____ 2

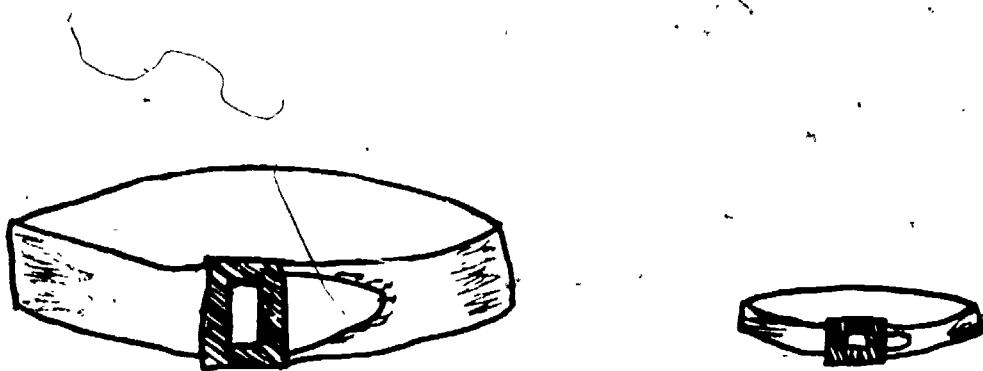
3

3. Size Concepts



0

0



0

0

5

Number Correct _____
Possible Score 2

4. Alphabet Recognition

A.

a m f A b

0 0 0 0 0

1.

M m n H u

0 0 0 0 0

2.

v w M W n

0 0 0 0 0

3.

B d b P g

0 0 0 0 0

Correct
Possible Score

Syllable Segmentation

A.

play	paly	yalp	play	y ^{pal}
0	0	0	0	0

1.

stop	tops	pots	opts	stop
0	0	0	0	0

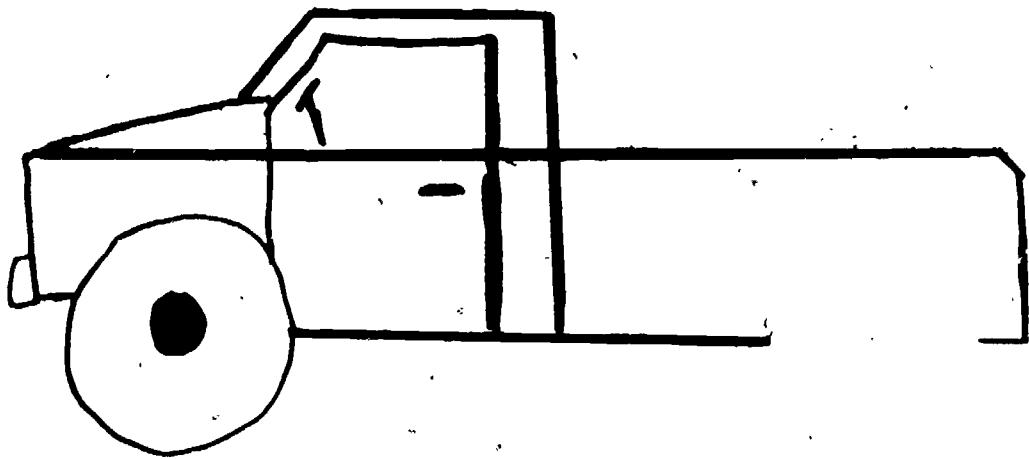
2.

milk	klim	mkil	milk	limk
0	0	0	0	0

3.

never	reven	never	veren	even
0	0	0	0	0

6. Missing Parts



8 Number Correct _____
Possible Score 2

7. Word Recognition

7

A.

0 cake

0 eat

0 car

B.

0 dog

0 go

0 daddy

1.

2.

0 bike

0 children

0 big

0 child

0 help

0 fat

3.

4.

0 store

? work

0 street

? come

0 corner

? wagon

7. Word Recognition (Continued)

5.

- yes
- yellow
- will

6.

- man
- tree
- may

7.

- ball
- balloon
- here

8.

- saw
- make
- soon

9.

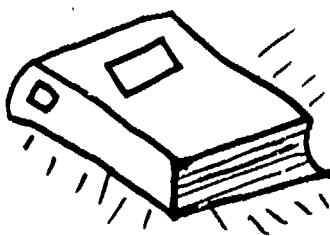
- play
- pet
- went

10.

- little
- eat
- look

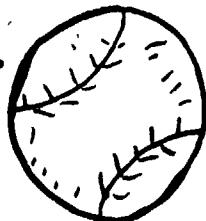
Number Correct/
Possible Score 10

A.



book
 hat
 cage

1.



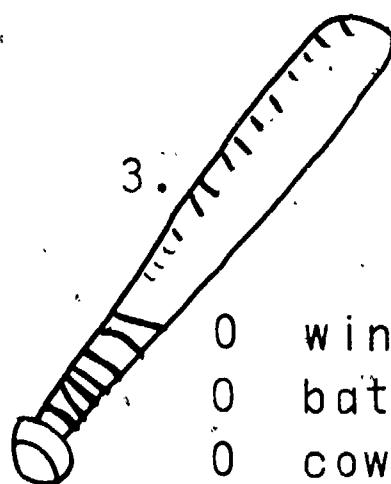
ball
 dog
 feet

2.



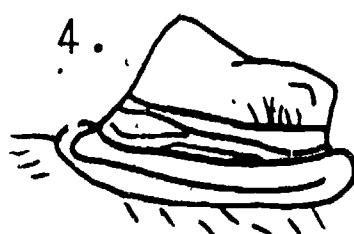
tree
 barn
 house

3.



window
 bat
 cow

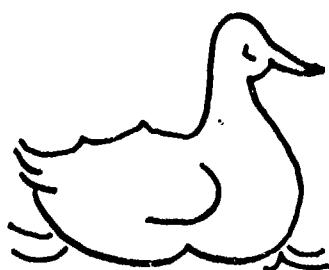
4.



hat
 store
 baby

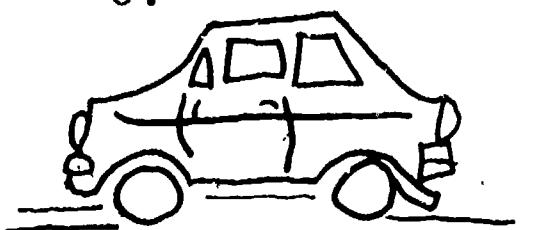
8. Word Meaning
(Continued)

5.



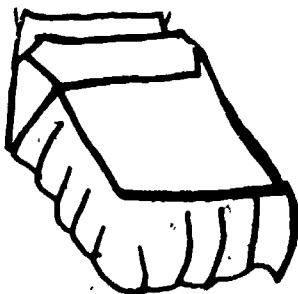
duck
 run
 dress

6.



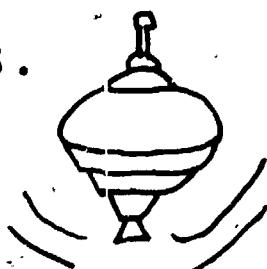
cat
 play
 car

7.



bus
 bed
 pan

8.



top
 girl
 store

STOP

Number Correct _____
Possible Score 8

A.

toy

0

good

0

we

0

B.

saw

0

baby

0

yellow

0

1.

made

0

home

0

bus

0

2.

cake

0

dog

0

Jack

0

9. Initial Sounds
(Continued)

?

box

0

run

0

happy

0

4.

car

0

know

0

went

0

5.

fast

0

help

0

book

0

6.

ducks

0

pony

0

little

0

9. Initial Sounds
(Continued)

7.

food

0

bird

0

nest

0

8.

sat

0

zoo

0

cage

0

9.

stop

0

show

0

what

0

10.

thing

0

chair

15

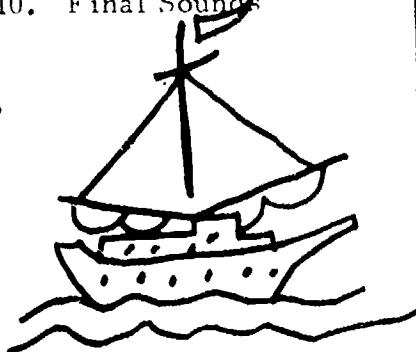
call

0

10. Final Sounds

14

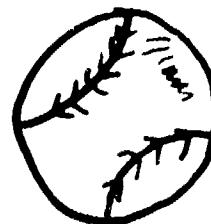
A.



0



0

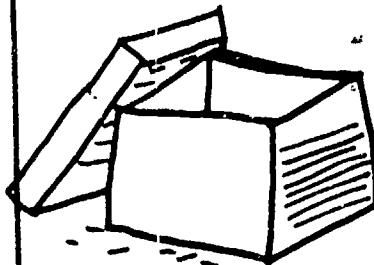


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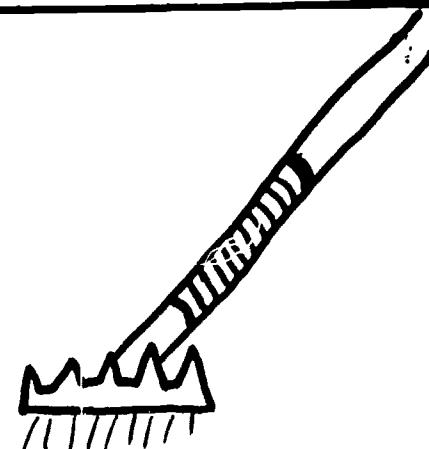
1.



0

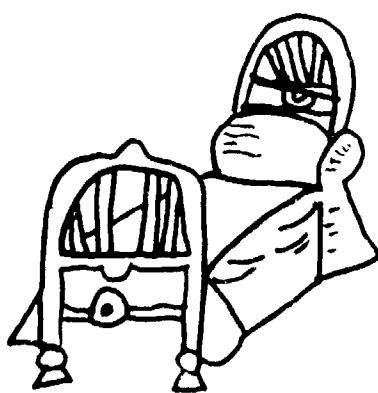


0



0

2.



0

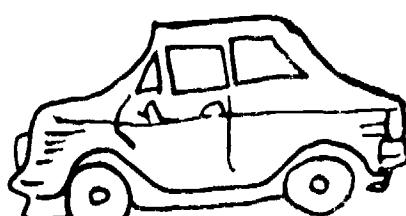


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0

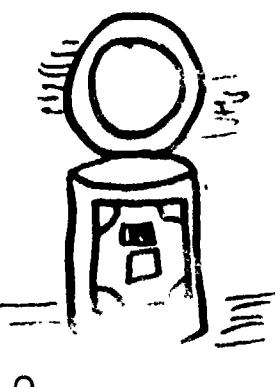
3.



0



16



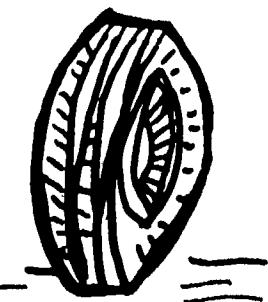
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10. Final Sounds
(Continued)

4.

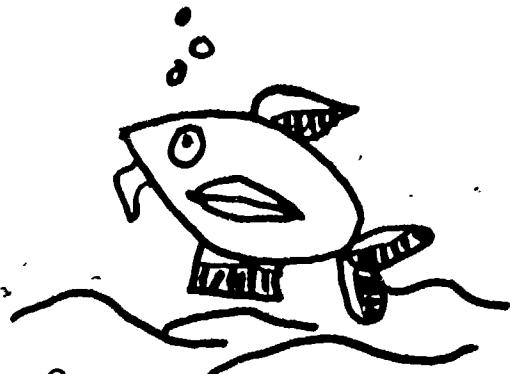


0



0

15



0

5.



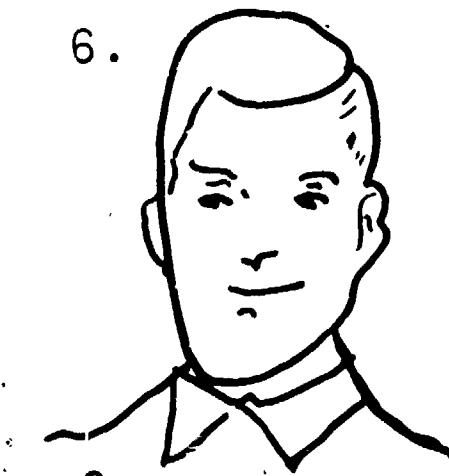
0



0

0

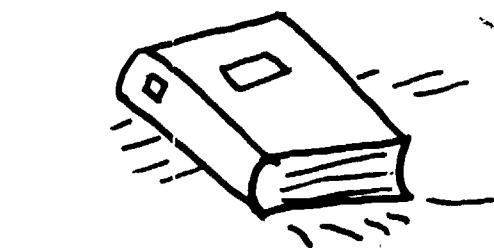
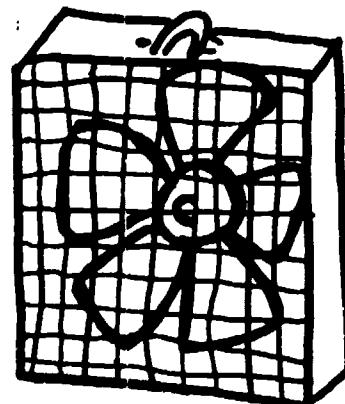
6.



0

0

0

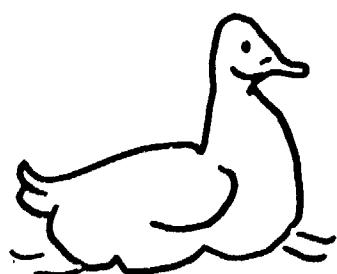


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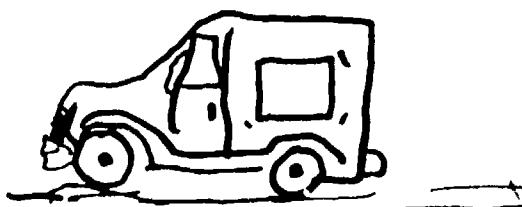
7.



0



0



17

Number Correct _____
Possible Score 7

A.



- We help mother.
- Father rides the train.
- The boy can jump.

I.



- See the ball.
It can go up
and down.
- Here is Jack's
pet.
He looks funny.

2.



- See the house.
- The dog runs.
- Look at the ball.

3.



- I like to play.
- Daddy can ride.
- This is a
birthday cake.

4.



The man has a boat.

O He will paint the
boat blue and red.

Mary has a new dress.

O I like my new green
dress.

5.



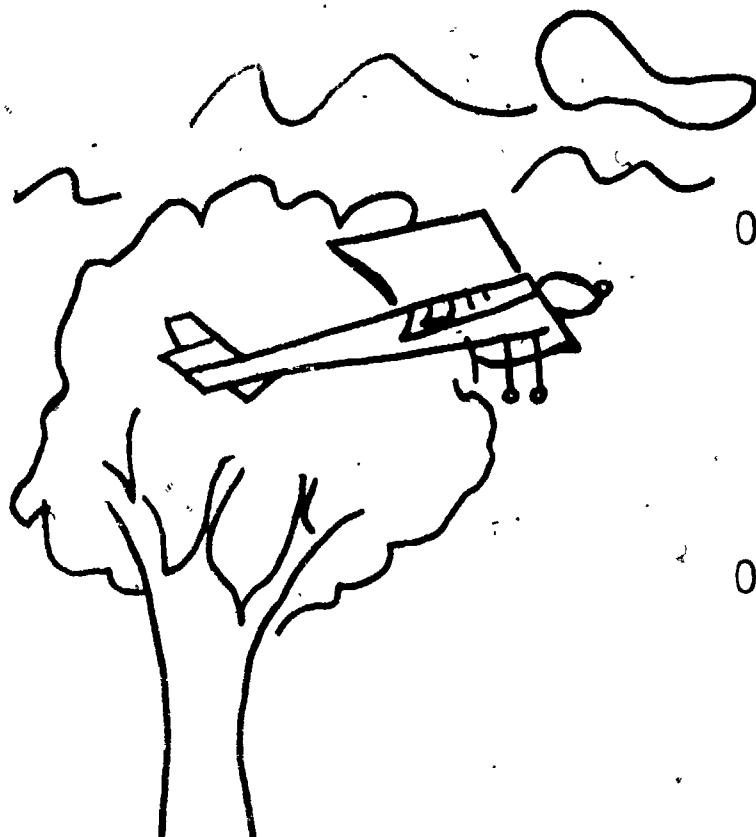
Mother said, "Tom

O the dog wants
something to eat."

Ann has a pet cat.

O The little cat can
run and play.

6.

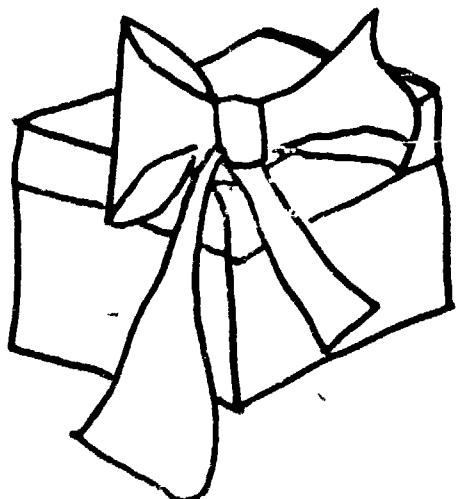


Ted's airplane
is lost.

O He can't find
it.

Sue said, "Come
here Ted. Your
airplane is in
the tree."

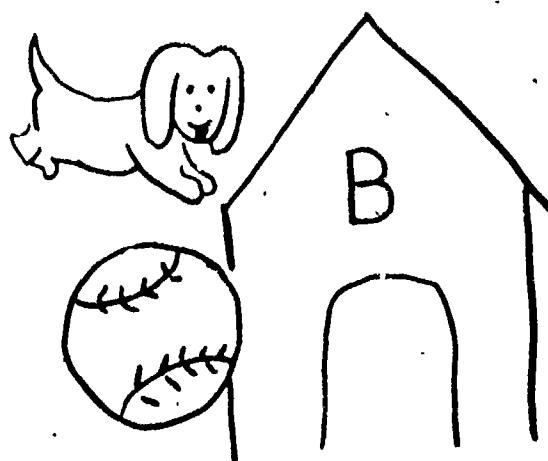
7.



Tim said, "What
is this? I see
O a big box. Is
there a surprise
in it?"

"Yes," said
father. "It is
O something you will
like. Can you
guess what it is?

8.



Jack's dog is Blackie.

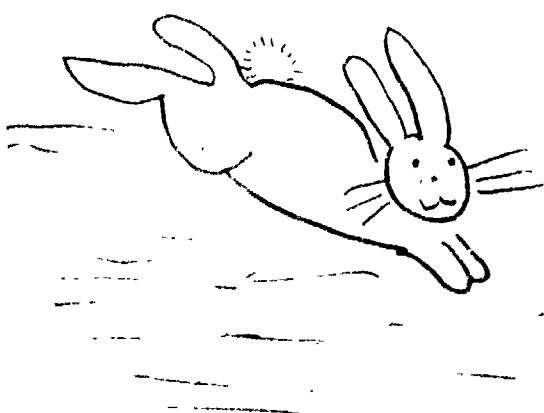
O Blackie can help.

He can help Jack work.

One day Jack threw
O the ball far away.

Blackie found the
ball by the doghouse.

9.



Mother rabbit said,

O "See here! You are a
baby rabbit. Rabbits
don't swim."

"Don't you want to hop?

O A baby rabbit can run
and jump and hop."

DPI Criterion-Referenced Screening Test

Level I

Directions for Administering Test

Test Prepared by - DPI Primary Reading
Central Office Staff

Joyce Zimpelmann, Director

TM 004 392

	<u>Perception</u>		<u>Possible Score</u>
Item 1	Color Recognition	page 1	4
Item 2	Shapes	page 2	2
Item 3	Sizes	page 3	2
Item 4	Alphabet	page 4	3
Item 5	Word Configuration	page 5	3
Item 6	Missing Parts	page 6	2

Vocabulary

Item 7	Word Recognition	pages 7 and 8	10
Item 8	Word Meaning	pages 9 and 10	8

STOP

Word Analysis

Item 9	Initial Sounds	pages 11, 12, 13	10
Item 10	Final Sounds	pages 14, 15	7

Comprehension

Item 11	Literal	pages 16, 17, 18 19, and 20	9
			6.0

DPI CRITERION-REFERENCED SCREENING TEST, LEVEL 1

Directions for Administering Test

A. Purpose

Diagnosis is basic to all intelligent teaching. Its function is to facilitate the optimum development of every pupil through planning and implementing learning experiences which will capitalize upon his strengths and interests and minimize his weakness.

Diagnosis is an identification of strengths and weaknesses based upon observable performance. The heart of diagnosis is an intelligent interpretation of facts that leads to prescription development geared to meeting each individual's needs. Diagnosis, then must precede prescription and is the foundation of solid, relevant instruction.

The three levels of diagnosis are: over-all screening, specific skills determination and intensive, causal delineation. It is with the first two areas that the DPI Criterion-referenced Screening Test is concerned.

The comprehensive achievement test given to the DPI pupils last year indicated that many of them had made great strides in their ability to read. This test gave us an approximate grade placement level as a point of reference. It does not, however, pinpoint the pupils' abilities and needs.

The DPI second and third graders passed many criterion-referenced skills tests--especially in the areas of perception and comprehension. We need an up-date, however, on the skills they have retained and internalized. We need to know where to start and what to emphasize skill-wise. The DPI Criterion-referenced Screening Test purports to do this.

This test was devised in the following manner: the major objectives delineated in the Revised Quad Manual were listed and the major skills areas within each objective noted. These skills areas were then summarized and overlapping between sections indicated. At that point, survey test items were written for each skill area, i.e., basic sight words, consonant sounds and clusters, consonant and blends, vowel and diphthongs, etc.

The Student's Profile Sheet will indicate each pupil's strengths and weaknesses. The teacher will be able to use this summary to determine which skill clusters the pupil has mastered and which he needs additional instruction in.

The DPI Criterion-referenced Screening Test, Level 1, then, will serve as an interim measuring device for each child at the mid-point of the first year.

B. Administration Procedures

The DPI Criterion-referenced Screening Test may be administered to a group of children by the Reading Specialist or classroom teacher assisted by the monitoring technician. If the test is given to 15 children or more at a time, a second person should be with the tester in order to monitor the children making sure that they follow procedures correctly.

The test should be given in two morning sessions each lasting no longer than one-hour. The test should be done in less time than this but ample time should be given for pupils to respond.

Children should be seated so that they can easily hear the examiner and see the board. All test directions are to be read to the pupils but no further elaboration should be given unless specifically indicated. This is important since we are testing to see if the pupil has internalized the skill-if he understand the process.

The test vocabulary should present no problems since the words used are no higher than first grade level.

Follow the directions as they are itemized.

1. Color Recognition

Each pupil should have at least six crayons of different colors. Ask pupil to follow as you read the directions to them. Call attention to the four pictures. DO NOT READ THE NAMES OF THE COLORS. This is part of the test. Look at the pictures. Color the pictures as directed.

2. Shape Identification

Ask pupils to follow as you read the directions to them. Read the first direction. PAUSE BRIEFLY until the selection has been made. Now read the second direction. Allow a brief time for marking the shapes. Look at the picture of the man. Put the number 1 inside of the circle. Put the number 2 inside of the square.

3. Size Concepts

Ask pupils to follow as you read the directions to them. Call attention to the first picture. Read the first direction. PAUSE BRIEFLY until the selection has been made. Read the second direction. Allow a brief time for marking the answer. Discourage random guessing. Fill in the space under the bigger cat. Now fill in the space under the thinner belt.

4. Alphabet Recognition

Preparation: Write item A on the chalkboard.

A.	a	m	f	A	b
	o	o	o	o	o

Directions: Instruct the children to look at page 4 and follow as you read the directions to them. Call attention to the row of letters in sample A. Have the pupils to fill in the space under the two letters in the row that have the same name. (Fill in the space under the letters a and A on the chalkboard.)

(Make certain by observing the children's work that the directions are understood.) Then continue by instructing them to do the next three rows as they did the example.

5. Word Configuration

Preparation: Write item A on the chalkboard.

A	play	paly	yalp	play	ypal
	o	o	o	o	o

Directions: Instruct the children to look at page 5 and follow as you read the directions to them. Call attention to the word play on the chalkboard. (Have the children to look at the word play in their booklets.) Ask the children to look at the four words that follow it and fill in the space under the word that is identical. (Fill in the space under the word play on the chalkboard.)

(Make certain by observing the children's work that the directions are understood.) Then continue by instructing them to do the next three rows as they did the example.

6. Part-Whole Relationships

Directions: Instruct the children to turn to page 6 and follow as you read the directions to them. Call attention to the two pictures. Have the children look at each picture and draw the part of the picture that is missing.

7. Word Recognition

Preparation: Write items A and B on the chalkboard before starting the test.

A. o cake	B. o dog
o eat	o go
o car	o daddy

Open your books to page 7.

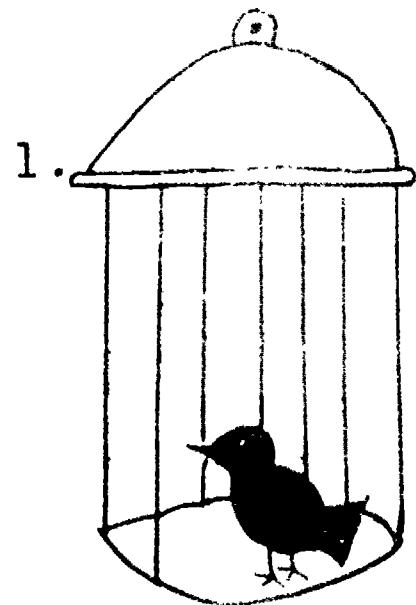
Directions: Find the letter A at the top of the page and look at the three words in that box. Find the word CAKE. Fill in the space in front of the word CAKE. Now find the letter B and look at the three words in that box. Find the word DOG. Fill in the space in front of the word DOG.

(Make certain by observing the children's work that the directions are understood. Then continue by saying the words listed below. Use the directions as in the example saying each word twice.)

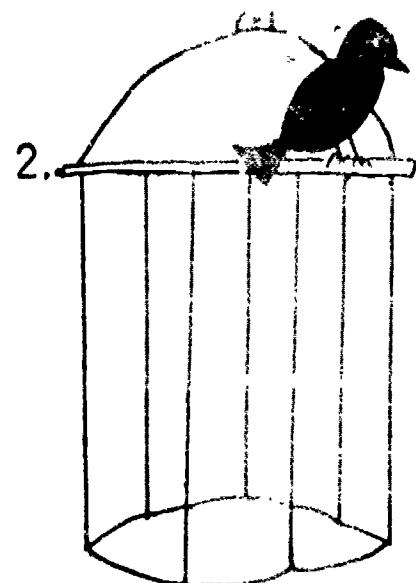
1. help	2. children
3. store	4. came

Turn the page

5. will	6. tree
7. balloon	8. saw
9. went	10. eat



by the cage
 over the cage
 in the cage



off the cage
 on the cage
 under the cage

under baby on the chalkboard.) (Before continuing make certain by observing the children's work that the directions are understood. Then continue with the rest of the test, using the words listed below. Say each word twice as in the examples, but do not read the words in the test booklet and do not give the answers. Make certain that the children complete each of the 10 items. Items 3-6 are on page 12 and items 7-10 are on page 13.)

1. mother	6. pocket
2. jump	7. new
3. help	8. see
4. we	9. she
5. funny	10. children

10. Final Sounds

Directions:

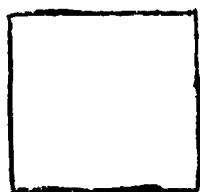
Open your booklets to page 14. Find the letter A at the top of the page, and look at the three pictures on that row. The three pictures are boat, coat, ball. Which picture names sound alike at the end? Yes, boat and coat. BE SURE THAT THE CHILDREN FILL IN BOTH SPACES. Make certain by observing the children's work that the directions are understood. Then continue by telling the children to look at the three pictures in number 1 and to fill in the space below the two pictures whose names sound alike at the end. Continue with each item 1-7. (Be sure that the children understand that items 4-7 are on page 15)

11. Literal Comprehension

Preparation:

Before starting the test, write item A on the chalkboard without the picture but with the box.

A.



- 0 We help mother.
- 0 Father rides the train
- 0 The boy can jump.

Directions:

Open your booklet to page 16. (Check to see that the children have turned to the correct page.) Put your marker under the first picture. (Point to the correct place in a test bookiet.) Look at the picture, then read the three sentences beside it to yourselves. (Pause) Find the one that tells about the picture. (Pause) Fill in the space in front of the sentence that tells about the picture.

Let's look at the sentences together. WE HELP MOTHER. FATHER RIDES THE TRAIN. THE BOY CAN JUMP. The answer is THE BOY CAN JUMP. Fill in the space in front of THE BOY CAN JUMP. (Fill in the space on the chalkboard.) (Make certain that the children complete each of the nine items which will complete the test. Check throughout the test to see that the children are doing all of the pages.)

Student's Profile

A. Tally Sheet

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

<u>Item No.</u>		<u>Possible Score</u>	<u>Pupil's Score</u>
1.	<u>Perception</u>		
1.	Color Recognition	4	_____
2.	Shape Identification	2	_____
3.	Size Concepts	2	_____
4.	Alphabet Recognition	3	_____
5.	Word Configuration	3	_____
6.	Part-Whole Relationships	2	_____
		16	

	<u>Vocabulary</u>		
7.	Word Recognition	10	_____
8.	Word Meaning	8	_____
		18	

	<u>Word Analysis</u>		
9.	Initial Sounds	10	_____
10.	Final Sounds	7	_____
		17	

	<u>Comprehension</u>		
11.	Literal	9	_____

Skills Summary

	<u>Possible Score</u>	<u>Pupil's Score</u>
Perception	16	_____
Vocabulary	18	_____
Word Analysis	17	_____
Comprehension	9	_____
Total	60	32

Answer Key - - DPI Criterion-referenced Screening Test - - Level 1

1. apple - red
boat - green
kite - blue
sun - yellow

2. 1
 2

3. bigger cat
thinner belt

4. 1) Mm
2) wW
3) Bb

5. 1) stop
2) milk
3) never

6. the clown - ear
the truck - wheel

7. 1) help 6) tree
2) children 7) balloon
3) store 8) saw
4) came 9) went
5) will 10) eat

8. 1) ball 5) duck
2) house 6) car
3) bat 7) bed
4) hat 8) top

9. 1) made 6) pony
2) Jack 7) nest
3) happy 8) sat
4) went 9) show
5) fast 10) chair

10. 1) cake - rake
2) hat - cat
3) car - star
4) fire - tire
5) house - mouse
6) man - fan
7) duck - truck

11. 1) Here is Jack's pet. He looks funny.
2) See the house.
3) This is a birthday cake.
4) Mary has a new dress; I like my new dress.
5) Mother said, "Tom the dog wants something to eat."
6) Sue said, "Come here Ted. Your airplane is in the tree."
7) Tim said, "What is this? I see a big box. Is there a surprise in it?"
8) One day Jack threw the ball far away. Blackie found the ball by the doghouse.
9) "Don't you want to hop?" A baby rabbit can run and jump and hop."

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level II

Student's Name _____

I.D. Number _____

School _____

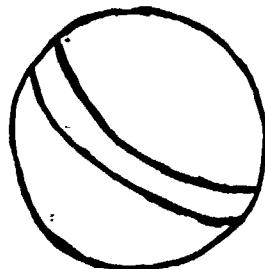
Grade _____

Teacher _____

Date _____

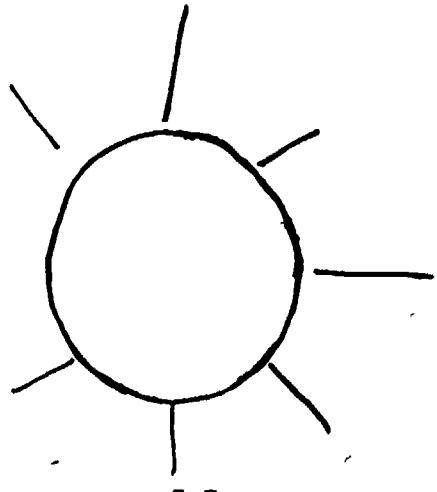
TM 004 692

1.



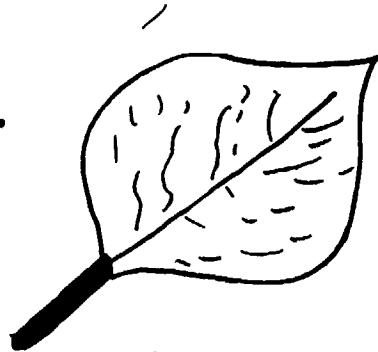
red

2.



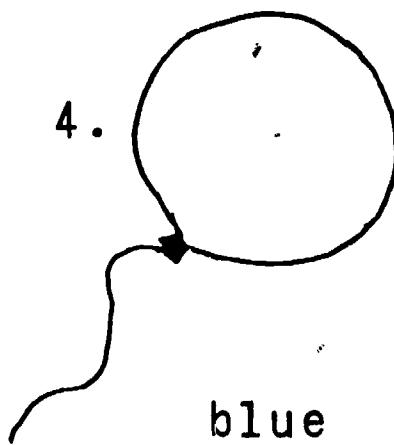
yellow

3.



green

4.

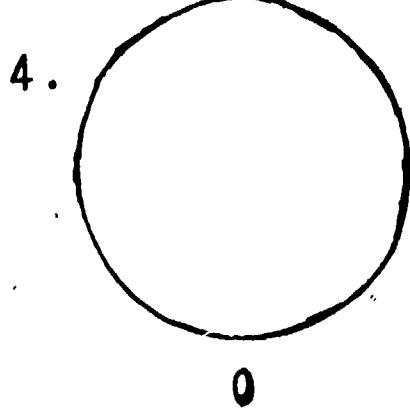
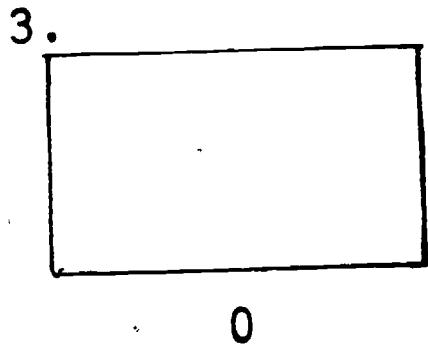
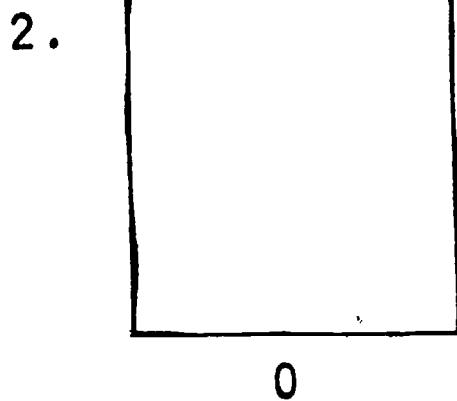
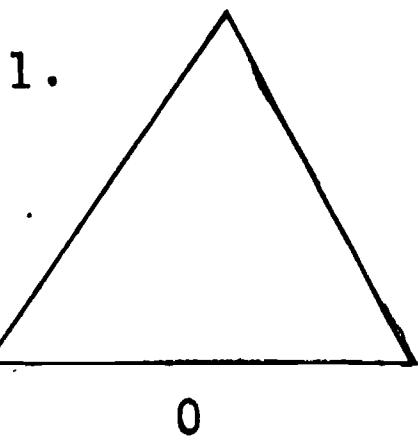


blue

1 Color

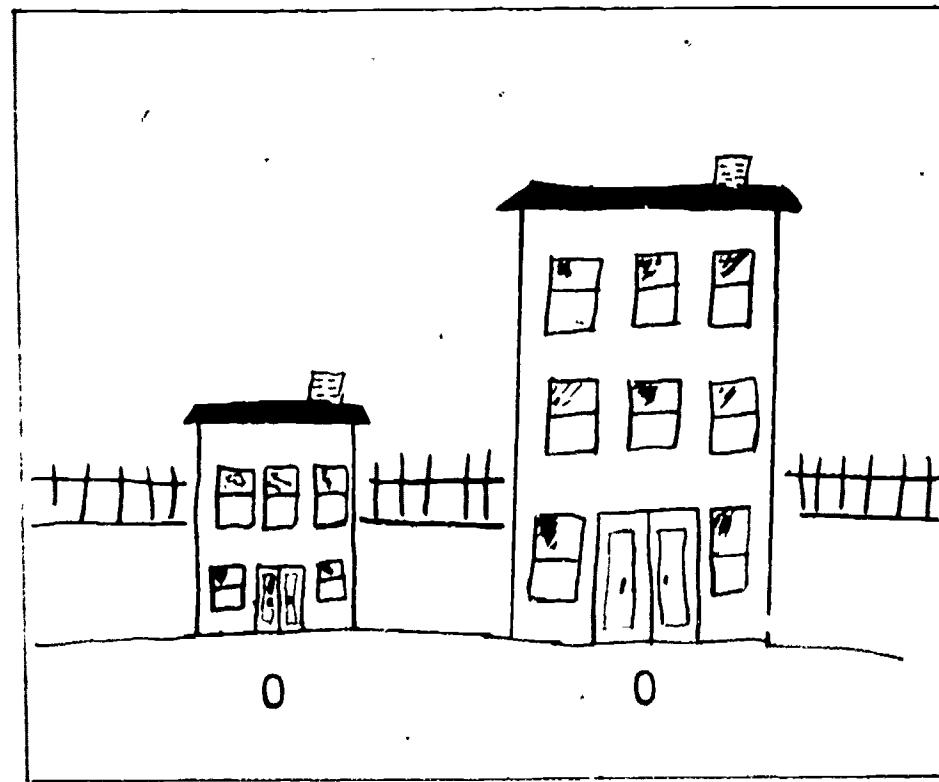
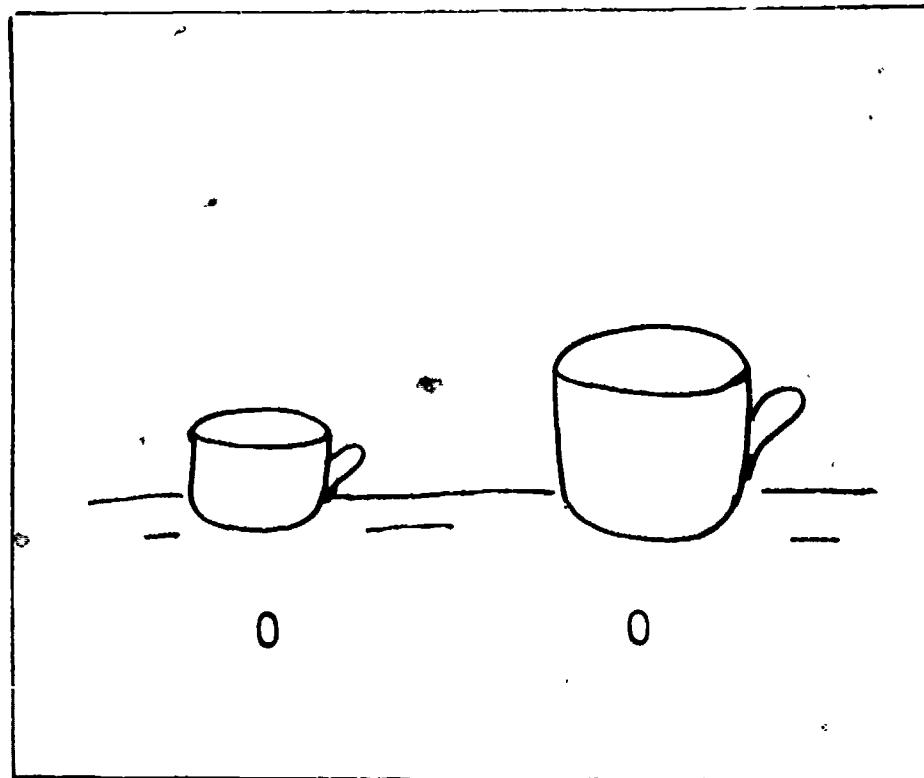
Number Correct _____
Possible Score: 4

2



2. Shape

Number Correct _____
Possible Score: 2



3. Size

37

Number Correct _____
Possible Score: 2

1.

O	C	R	C	K
O	O	O	O	O

2.

S	M	V	t	m
O	O	O	O	O

3.

G	d	y	g	f
O	O	O	O	O

4.

L	D	b	u	B
O	O	O	O	O

4. Alphabet

Number Correct _____
Possible Score: 4

1.

lost	tsol	stol	lost	olts
	0	0	0	0

2.

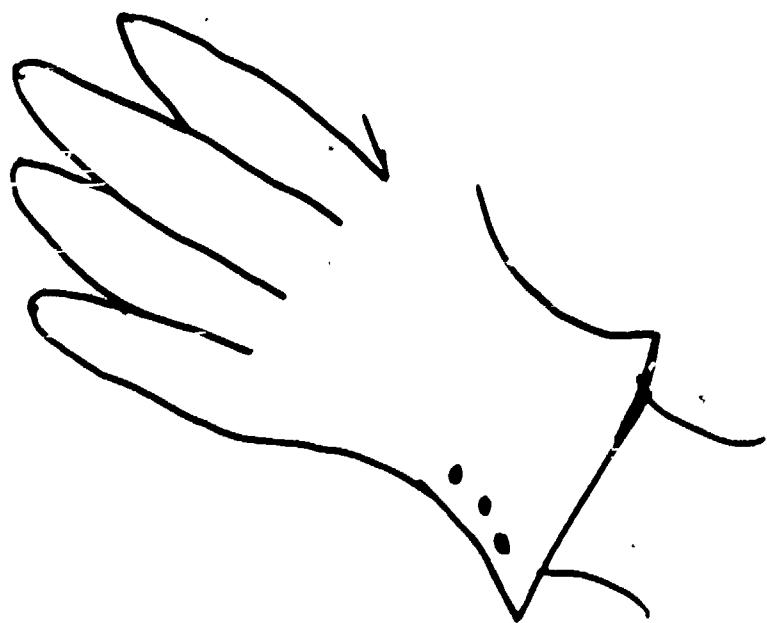
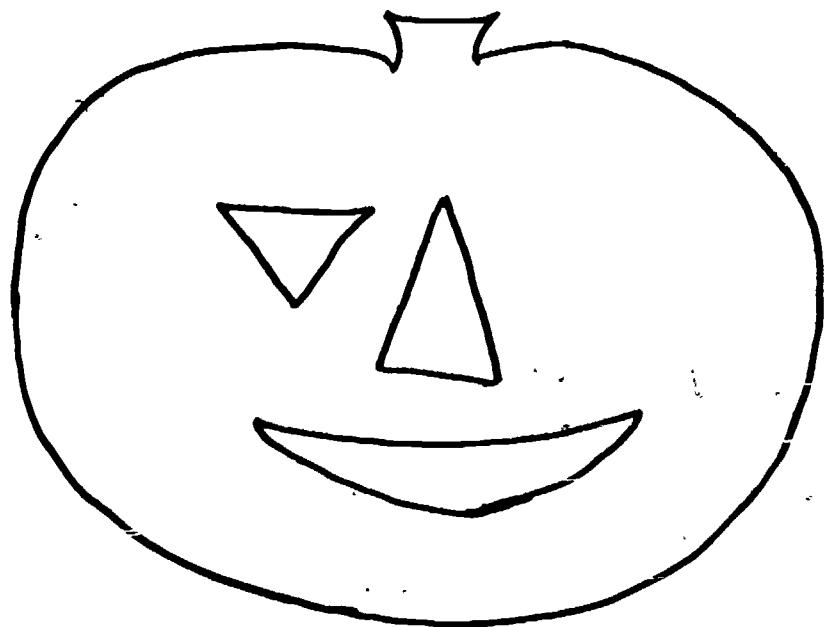
girl	lirg	girl	gril	rlig
	0	0	0	0

3.

rain	airn	iran	nair	rain
	0	0	0	0

5. Configurations

Number Correct _____
Possible Score: 3



6. Part/whole

Number Correct _____
Possible Score: 2

1.

Dogs are

good pets

funny fish

2.

The boy played

in the fire

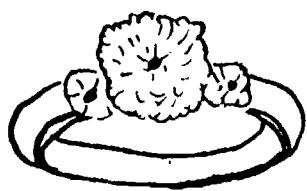
with the
balloon

7. Phrase sequence

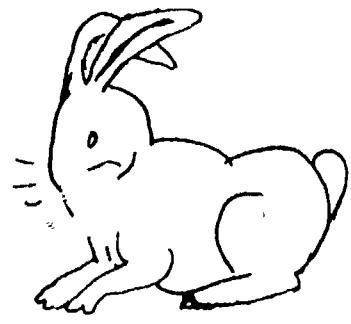
Number Correct _____

Possible Score: 3

8.



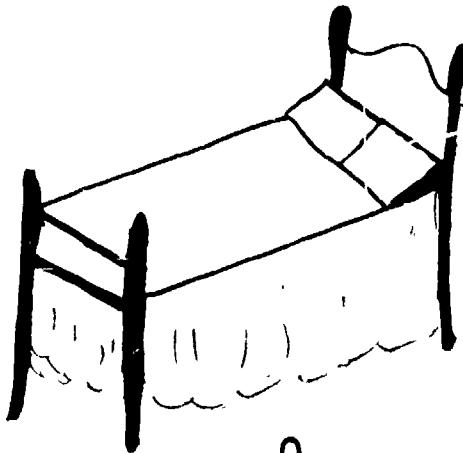
0



0



0



0

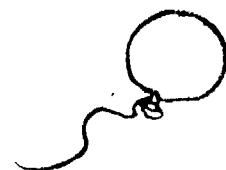
8. Sound/symbol

42

Number Correct
Possible Score

toys

0



0



0

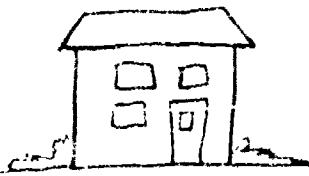


0



homes

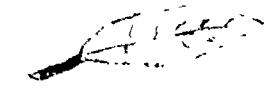
0



0

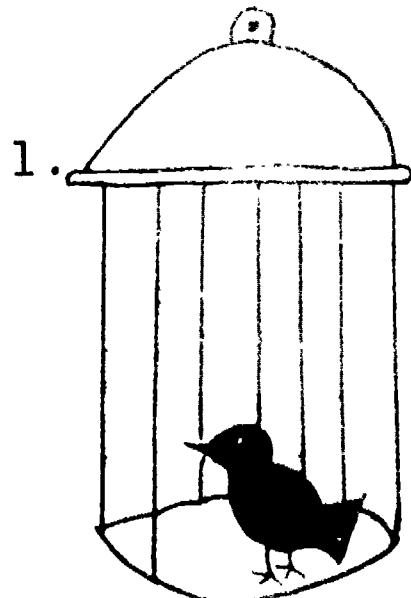


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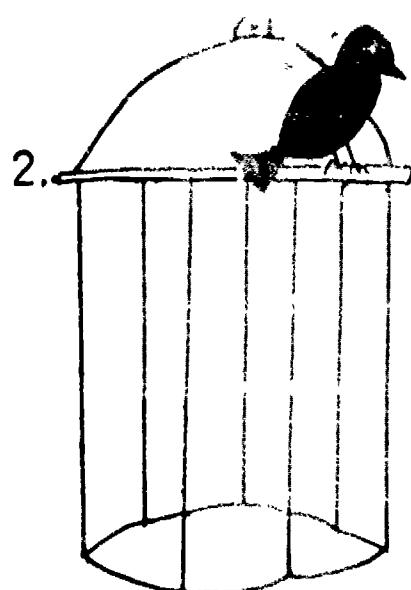


0





by the cage
 over the cage
 in the cage



off the cage
 on the cage
 under the cage

1.

She read the rea book.

0 0 0 0 0

2.

Tom may be looking for the bee.

0 0 0 0 0 0 0

11 Homonyms

Number Correct _____

Possible Score: 2

1.

The cake is small. 0 yellow
0 little

2.

Betty ran to the shop. 0 store
0 horse

12. Synonyms

Number Correct _____

Possible Score: 2

1.	go	0 stop 0 who
2.	he	0 let 0 she
3.	run	0 with 0 walk

13 Antonyms

Number Correct _____
Possible Score: 3

1.	Bob ____ ball.	0 playing 0 plays
2.	It ____ this morning.	0 rain 0 rained
3.	The ____ are playing.	0 rabbits 0 rabbit

14. Inflectional endings

Number Correct _____
Possible Score: 3

1. The goat was unkind to the dog.

- not kind
- Kindness

2. Ben was unhappy about the game.

- glad
- not happy

3. Ted was impolite to his sister.

- pleasing
- not polite

1. The baby is sleepy.

- ready to sleep
- can't sleep

2. Walk slowly down the steps.

- not slow
- in a slow way

3. They saw the painter eating cake.

- someone who paints
- a man working

1. Ed helped with the housework.
0 0 0 0 0

2. She wants a yellow raincoat.
0 0 0 0 0

17. Compound words

Number Correct _____
Possible Score: 2

1. ___ can catch a ball.

0 Her 0 She 0 Our

2. They got a prize for ___ picture.

0 them 0 him 0 their

18. Pronouns

Number Correct _____
Possible Score: 2

A kitten can have fun playing with many things. Ann saw her pet kitten looking at something. Then she saw the kitten run to a little round looking thing. It was hard to see in the grass. Ann went to see what it was. There was a turtle!

1. The kitten played with

the grass

the turtle

2. Ann's pet was

a round thing

a kitten

19. Details

Number Correct _____
Possible Score: 2

1

2.

3.

boy	blue	cake
girl	red	fish
baby	yellow	peanut
0 children	0 children	0 children
0 toys	0 toys	0 toys
0 colors	0 colors	0 colors
0 food	0 food	0 food

20. Categories

Number Correct _____
Possible Score: 3 She took off her dress and shoes. Then she went to sleep. Betty came home from school.

21. Sequence

Number Correct _____
Possible Score: 3

GOING TO THE ZOO

Nancy went to the zoo. Before she went she worked for some money. Many friends gave a penny for the cakes she had to sell. She helped her sister paint a bike. Then she helped her mother make a dress.

Nancy got peanuts with some of her money. It was fun for her to give peanuts to the animals.

1. Before Nancy went to the zoo
 - 0 she had a bike
 - 0 she worked for money
 - 0 she found a penny

2. After she had some money
 - 0 she made a cake
 - 0 she had fun with a bike
 - 0 she got some peanuts

1. Judy was so cold she

put on her coat

went to a picnic

2. The dog barked when he

went to sleep

saw a cat

3. She laughed when she saw the

funny show

baby cry

23. Cause/effect

Number Correct _____
Possible Score: 3

A BIRD

Jim watched the bird go up into the tree. He had something. He was going to make a home. The bird looked all around. Then he went up, up to the top of the tree. It was hard to see where the bird was building his nest.

- The birds fly away
- The bird looked at his nest
- The bird was making a home.

24. Main idea

Number Correct _____
Possible Score: 1

CARS

We like to ride in cars. We ride to work in them. We ride in them for fun. Many men work to make them. They paint them many colors. We like good, beautiful cars.

O Riding in Cars

O Funny Cars

O Using Cars for Fun and Work

25. Summarizing

Number Correct ____
Possible Score: 1

1.

2.

3.

jump 0	coat 0	morning 0
funny 0	walk 0	build 0

26. Basic Action Words

Number Correct _____

Possible Score: 3

1. the big ball
0 0 0

2. the green grass
0 0 0

3. the happy girl
0 0 0

27. Descriptive Words

56

Number Correct _____
Possible Score: 3

1. How do rockets go?

Rockets go very fast
0 0 0 0

2. Where did Bill see a turtle?

Bill saw a turtle at the zoo.

0 0 0 0 0 0 0

28. When, what, where, how phrases

Number Correct _____
Possible Score: 2

$\frac{m}{0}$	$\frac{f}{0}$	$\frac{st}{0}$	$\frac{sh}{0}$	$\frac{br}{0}$
$\frac{b}{0}$	$\frac{r}{0}$	$\frac{sh}{0}$	$\frac{ch}{0}$	$\frac{gr}{0}$
$\frac{k}{0}$	$\frac{c}{0}$	$\frac{th}{0}$	$\frac{wh}{0}$	$\frac{tr}{0}$

29. Initial consonants

Number Correct _____
Possible Score: 5

$\frac{t}{0}$	$\frac{s}{0}$	$\frac{th}{0}$	$\frac{wh}{0}$	$\frac{wh}{0}$
$\frac{n}{0}$	$\frac{l}{0}$	$\frac{ck}{0}$	$\frac{nd}{0}$	$\frac{ch}{0}$
$\frac{k}{0}$	$\frac{d}{0}$	$\frac{st}{0}$	$\frac{ck}{0}$	$\frac{th}{0}$

30. Final consonants

Number Correct _____
Possible Score: 5

1.	go	L 0	S 0
2.	train	L 0	S 0
3.	pet	L 0	S 0
4.	up	L 0	S 0
5.	ride	L 0	S 0

31. Long/short vowels

Number Correct _____
Possible Score, 5

1.	cow	show	now	two
		0	0	0
2.	new	now	next	blue
		0	0	0
3.	out	house	one	you
		0	0	0
4.	hair	train	her	pair
		0	0	0

32. Ophthongs. Rhoticals, digraphs.

Number Correct _____
Possible Score: 4

1.	it's	0 it was
		0 it is
<hr/>		
2.	can't	0 can not
		0 am not

33. Contractions

Number Correct _____
Possible Score: 2

1.	bike	<u>b i k e</u> 0 0 0 0
<hr/>		
2.	boat	<u>b o a t</u> 0 0 0 0
<hr/>		
3.	play	<u>p l a y</u> 0 0 0 0

34. Consonant, vowel
irregularities60 Number Correct _____
Possible Score: 3

color	animal	balloon	animal
day	day	color	balloon
balloon	balloon	day	color
animal	color	animal	day
egg	egg	egg	egg
	0	0	0

35. Alphabetical order

Number Correct _____
Possible Score: 1

My Birthday Cake 7

A Funny Ride 12

Goat in a Cage 18

The Yellow Bike 24

The Dog Show 29

1. On what page does the story
A Funny Ride begin? _____

2. What is the name of the story
that begins on page 24?

36. Table of contents

Number Correct _____
Possible Score: 2

1. play — a show

- 0 The children gave a play.
- 0 The children will play ball.

2. saw — to have seen something

- 0 Ken will saw the tree down.
- 0 Ken saw the airplane.

3. store — to put something away

- 0 Betty went to the store.
- 0 Betty will store the cake in
the box.

1.

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

You would look at this to find:

- the day of the week
- something new
- a game to play

2.



You would look in this to find:

- some money
- a good story
- someone's picture

TM 004 692

DPI Criterion-Referenced Screening Test

Levels II and III

Directions for Administering Test

Test Prepared by: Irene Reynolds
Virginia Williams

Curriculum Specialists

DPI CRITERION-REFERENCED SCREENING TEST, LEVELS II and III

Directions for Administering Test

A. Purpose

Diagnosis is basic to all effective teaching. Its function is to facilitate the optimum development of every pupil through planning and implementing learning experiences which will capitalize upon his strengths and interests and minimize his weaknesses.

Diagnosis is an identification of strengths and weaknesses based upon observable performance. The heart of diagnosis is an intelligent interpretation of facts that leads to prescription development geared to meeting each individual's needs. Diagnosis, then, must precede prescription and is the foundation of solid, relevant instruction.

The three levels of diagnosis are: over-all screening, specific diagnosis, and intensive diagnosis. It is with the first two areas that the DPI Criterion-referenced Screening Test is concerned.

The comprehensive achievement test given each year indicates that many students make great strides in their ability to read. This test gives us an approximate grade placement level as a point of reference. It does not, however, pinpoint the student's abilities and needs. We need to know where to start and what skills to emphasize. The DPI Criterion-referenced Screening Test purports to do this.

This test was devised in the following manner: the major objectives outlined in the Revised Quad Manual were listed and the major skills areas within each objective noted. These skills areas were then summarized and over-lapping between sections indicated. At that point, survey test items were written for each skill area, i.e., basic sight words, consonant sounds and clusters, consonant and blends, vowel and diphthongs, etc.

The Student's Profile Sheet will indicate each pupil's strengths and weaknesses. The teacher will be able to use this summary to determine which skill clusters the pupil has mastered and which he needs additional instruction in.

The DPI Criterion-referenced Screening Test, then, indicates a starting point for each child at the beginning of the year.

B. Administration Procedures

The DPI Criterion-referenced Screening Test may be administered to a group of children by the reading specialist or classroom teacher assisted by the monitoring technician. If the test is given to 15 or more children at a time, a second person should be with the tester in order to monitor the children making sure that they follow procedures correctly.

The test should be given in two morning sessions each lasting no longer than one-hour. The test can be done in less time than this but ample time should be given for all pupils to respond.

Children should be seated so that they can easily hear the examiner and see the board. Desks should be arranged so the children cannot see another child's work. All test directions are to be read to the pupils but no further elaboration should be given unless specifically indicated. This is important since we are testing to see if the pupil has internalized the skill - if he understands the process.

The vocabulary should present no problems since a majority of words used are no higher than second grade level and many are at first grade level.

Administering the Test

GIVE OUT THE TEST BOOKLETS

READ ALOUD ALL DIRECTIONS PRINTED WITHIN THE BOXES.
FOR SOME ITEMS THE DIRECTIONS WILL DIFFER FOR LEVEL II
AND LEVEL III.

1. Color Recognition

Read the following directions.
Call attention to the first three
COLORS. Then continue.

LEVEL I: LEVEL II: LEVEL III:

DIRECTIONS

Look at the picture. Listen to the words
and decide which color each word
tells you.

LEVEL I: LEVEL II: LEVEL III:

2. Shape Identification

Read the title. Listen to the words
and decide which shape has
been made. Listen to the words
marking the shapes.

LEVEL I: LEVEL II: LEVEL III:
After the selection has
been made, allow a brief time for
the children to check their answers.

DIRECTIONS

Look at these four shapes. Decide
which one is a triangle. (LEVEL I)
Decide which one is a circle. (LEVEL II)

Decide which one is a square. (LEVEL III)
Decide which one is a rectangle. (LEVEL IV)
Decide which one is a triangle. (LEVEL V)

3. Size Concepts

Call attention to the title.
Ask the children to look at the
BRIEFLY until they have
decided which one is larger.

Ask the children to look at the
direction. PAUSE
Ask the children to look at the second direction.
Ask the children to guess which one is larger.
Allow a brief time for the children to check their answers.

DIRECTIONS

Look at the two shapes. Decide
which one is larger. (LEVEL I)
THE BIGGER ONE IS
Now look at the two shapes. Decide
(LEVEL II) THE BIGGER ONE IS
THE THINNER PICTURE

Now look at the two shapes. Decide
(LEVEL III) THE BIGGER ONE IS
THE THINNER PICTURE

1. Arranging the words

Call attention to the first row. Instruct the pupils to fill in the spaces under the two letters of each word that have the same name. Then direct them to do the next rows as they did the first one.

DIRECTIONS

[Look at each row of letters. Fill in the space under the two letters in your own handwriting that have the same name. Fill in the spaces under the two letters in each row that have the same name.]

2. Arranging the words

Call attention to the first word. Ask the children to look at the first four letters of the word. Fill in the space under the word that contains the first four letters. Instruct them to do the next rows as they did the first one.

DIRECTIONS

[Look at each row of words. Fill in the space under the word in each row that starts off like the first word in the row.]

3. Part Whole Relationship

Call attention to the two boxes. Allow time for pupils to fill in the missing parts.

DIRECTIONS

[Look at each picture. Fill in the part of the picture that is missing.]

7. Phrase Sequencing

Put this exercise on the board and help pupils determine the correct selection. Emphasize that the two phrases that go together must make a sensible sentence.

Ben is • a little boy.
 0 hides nuts.

DIRECTIONS

Look at the phrase for number 1. Fill in the space by one of the two phrases by number 1 that makes it a good sentence. Then look at the phrase for number 2. Fill in space by one of the two phrases by number 2 that makes it a good sentence.

8. Sound-symbol Relationships

DO NOT NAME THE PICTURES. The pupils are expected to do this independently and determine which one is different.

DIRECTIONS

Look at each picture. Fill in the space under the picture that does not begin with the same sound as the other pictures.

9. Picture-word clues

DO NOT TELL THEM THE KEY WORDS OR IDENTIFY THE PICTURES.

DIRECTIONS

Read each word to yourself. Then look at the pictures. Fill in the space by the two pictures that stands for that word.

10. Recognition of Prepositional Phrases

Call attention to the phrases by the pictures. DO NOT READ THE PHRASES.

DIRECTIONS

Look at each picture. Read the phrases by each picture. Fill in the space by the phrase that tells about the pictures.

11. Homonyms

Put this example on the board and explain it.

Jane knew her mother would like her new dress.

 ● ○ ○ ○ ○ ○ ● ○

DIRECTIONS

Fill in the space under the two words in each sentence that sound alike but have different meanings.

12. Synonyms

DO NOT READ THE TEST SENTENCES TO THE PUPILS.

DIRECTIONS

Read each sentence. Find a word by the sentence that means the same as the underlined word in the sentences. Fill in the space by the words.

13. Antonyms

Put two or three pairs of antonyms on the board and tell the students that these words are opposite in meaning.

Antonyms (cont.)

Example: up down

DO NOT READ THE WORDS

DIRECTIONS

Look at the words in the first column. Find a word in the second column that is the opposite of each word in the first column. Fill in the space by the word that is the opposite for the word in the first column.

14. Recognition of Inflectional Endings in Sentence Context

Point out the sentence and word choices. DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

Read each sentence with a missing word. Fill in the space by the word after the sentence that goes in the blank.

15. Determining Meaning of Prefixes Used in Sentence.

DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

Read each sentence. Fill in the space by the phrase that tells what the underlined word means.

16. Determining the Meaning of Suffixes Used in Sentence Context

DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

Read each sentence. Fill in the space by the phrases that tells what the underlined word means.

17. Finding compound Words in Sentence Context

Explain the direction "draw a line between" and illustrate it on the board with this example:

The post man brought the letter.
0 ● n 0 0

DO NOT READ THE SENTENCES TO THE CHILDREN.

DIRECTIONS

Read each sentence. Find the compound word in each sentence. Fill in the space under the compound word. Draw a line between the two little words that make the compound word.

18. Recognition of Pronouns

DO NOT READ THE SENTENCES TO THE CHILDREN.

DIRECTIONS

Read each sentence. Fill in the space by the word that makes a complete sentence.

19. Finding Details in Paragraph

This is the first story paragraph the pupils have been required to read. Encourage them to read it carefully before completing the exercise. DO NOT READ THEM AND WORDS OUT TO THEM. SPREAD THE SENTENCES TO THEM.

DIRECTIONS

Read this story to yourself. Then read the sentences under the story. Fill in the space by the phrase that finishes the sentence and tells about the story.

20. Placing Words in Categories

The following words are to be put on the chalkboard, arranged in the format used in the test booklet:

bed chair table (furniture)

man woman boy (people)

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

Look at each row of words. The three words in each row are alike in some way. How are they alike?

Level II - Look at the words in each row. Fill in the space by the one word that tells what the three words in that row are.

Level III - Look at the words that are underlined at the top.

Find a word that tells what the three words in each row are. Write the number for that word on the blank by the row of words.

21. Arranging Sentences (Events) in Sequence

Call the pupil's attention to the three sentences. Review the meaning of the concepts first - next - last. DO NOT READ THE SENTENCES TO THE PUPILS.

DIRECTIONS

Look at these three sentences. Which one happened first? Put a 1 beside it. Which one happened next? Put a 2 beside it. Put a 3 beside the one that happened last.

22. Arranging Story Events in Sequence

Remind the pupils to read the story carefully before answering the questions. DO NOT READ THE PARAGRAPH OR THE SENTENCES TO THE PUPILS.

DIRECTIONS

Read this story.

LEVEL II - Then finish the sentences about the story by filling in the space by the phrase that makes the sentence true.

LEVEL III - Then answer the questions about the story by filling in the space by the phrase that is the right answer.

23. Cause and Effect Relationships

DO NOT READ THE SENTENCES TO THE PUPILS

DIRECTIONS

Look at these sentences. Fill in the space by the phrase that is the best one to make the sentence a good sentence.

24. Main Idea of A Story

Explain the term "main idea" - what the story is about, the important thing that happened. DO NOT READ THE STORY OR SENTENCES TO THEM.

DIRECTIONS

Read this story. Fill in the space by the one sentence that tells best what the story is about.

25. Summarizing

Explain the term "summarize" -- means what the whole story is about.

DIRECTIONS

Read this story. Fill in the space by the two ideas that tells best what the whole story is about.

STOP HERE

END OF FIRST SESSION

SECOND SESSION

Give out tests. Have pupils turn to page 22, Item 26. Be sure each pupil has marking pencils available.

26. Recognition of Basic Action Words

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

Fill in the space under the one word in each box that is an action word - - a word that tells about an action.

27. Recognition of Descriptive Sight Words

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

Read each phrase. Fill in the space under each phrase that tells what kind, about the thing or person in the phrase.

28. Recognition of When, What, Where, How Phrases

Discuss briefly the meaning of the terms - when, what, where, and how by giving these examples orally.

Example:

1. Where do John go?
John went to school.

0 0 0 0

2. How did the car go?
The car went too fast.

0 0 0 0

DO NOT READ THE TEST TO THE PUPILS.

DIRECTIONS

Read each question and the sentence that follows it. Fill in the space under the words in the sentence that answer the question.

29. Identifying Initial Consonants, Blends, Digraphs

Emphasize the concept "beginning sound" by giving the following examples:

a) Hold up a picture of a familiar object that begins with a single consonant (book, toy, doll, etc.)

Say: This is picture of a _____. The word _____ begins with the _____ sound.

b) Do a second example using a picture word that begins with a consonant blend (dress, flower, clown, etc.)

Say: This is a picture of a _____. The word _____ begins with the _____ blend. Say the names of the pictures.

DIRECTIONS

Listen as I say the name of each picture. Fill in the space (Level II) under; (Level III) by the letter or letters that stand for the sound with which the names of each picture begins.

30. Identifying Final Consonants, Blends, Digraphs

Emphasize the concept "ending sound" by giving the following examples:

a) Hold up a picture of a familiar object that ends with a single consonant (dog, cat, man)

Say: This is a picture of a _____. The word _____ ends with the _____ sound.

b) Hold up a second picture that is an illustration of a blend or digraph (bank, dish, peach, etc.)

Say: This is picture of a _____. The word _____ ends with the _____ blend or digraph. Say the names of the pictures.

DIRECTIONS

Listen as I say the name of each picture. Fill in the space (Level II) under; (Level III) by the letter or letters that stand for the sound with which the name of each picture ends.

31. Distinguishing Between Long and Short Vowel Sounds

The term "long sound"; may be explained by recalling that the vowel says its name. Use these examples:

bake - - The a is long. It says its name.

bed - - The e is short. It does not say its name.

READ THE WORDS TO THE PUPILS

DIRECTIONS

Listen to each of these words. If you hear a long vowel sound, fill in the space under the L by the word. If you hear a short vowel sound, fill in the space under the S by the word.

32. Identifying Diphthongs and "r" Controlled Vowels

Be sure the pupils understand that they are to match the vowel sound of the three words with the vowel sound in the first word.

Examples:

can	bat	cape	far
	●	0	0
her	hair	bird	for
	0	●	0

DO NOT SAY THE WORDS

DIRECTIONS

Look at each row of words. Fill in the space under the one word in each row that has the same vowel sound as the first word in the row.

33. Contractions

The term "contraction" can be recalled by presenting the following examples on the chalk board.

a) didn't means did not

b) I've means I have

0 is not
didn't

● did not

● I have

I've

0 I will

Help them remember that the apostrophe means that a letter or letters are left out.

DO NOT READ THE WORDS

DIRECTIONS

Look at the word by number 1. Fill in the space by one of the phrases that is next to it that tells what the word means. Then look at the word by number 2. Fill in the space by the phrase that tells what that word means.

34. Consonant-Vowel Irregularities

Remind the students that "silent letters" are letters you see in words but do not hear.

DIRECTIONS

Look at each word. Fill in the space under the letter or letters in each word that you do not hear when you say the word.

35. Alphabetical Sequence

Tell the pupils to look carefully at each letter in each word. DO NOT TELL THEM THE WORDS.

DIRECTIONS

Look at these words carefully.

Level II: Look at the first list of words. Look at the other lists of words. Fill in the space under the one list that is arranged in alphabetical order or a, b, c, order.

Level III: Re-write the words in alphabetical order. Write them on lines by the words.

36. Using A Table of Contents

Hold up a book showing the Table of Contents. Do not elaborate further. DO NOT READ THE QUESTIONS TO THE PUPILS.

DIRECTIONS

Look at this Table of Contents. Answer the questions about it. Write the answer on the line after the question.

37. Locating Appropriate Word Meanings in a Glossary

This is an advanced skill so some pupils will be confused by the questions. DO NOT READ THE WORDS, THE QUESTIONS OR THE SENTENCES. DO NOT ELABORATE ON THE DIRECTIONS FOR LEVEL III.

DIRECTIONS

Level II: Here are some words with one of their meanings given. Fill in the space by the sentence under each word that has the word in the sentence with the meaning that is given by the word.

Level III: Here is part of a glossary page. Look at it carefully. Then answer the questions about it.

38. Determining the Appropriate Reference Source

You may name the four reference source - dictionary, atlas, telephone directory, encyclopedia for the pupils but DO NOT READ THE SENTENCES.

DIRECTIONS

Level II: Here are some things where you can find information. Fill in the space by the words that will make a true (or good) sentence. For number 1 and for number 2.

Level III: Here are some names of reference books. Which ones would you use to find the information asked for? Answer the questions by filling in the space with the number that is by the right reference book.

END OF TEST

ANSWER KEY
LEVEL II

D. P. I. READING
CRITERION-REFERENCED SCREENING TEST

1. 1) ball - red
2) sun - yellow
3) leaf - green
4) balloon - blue

2. 1) circle (4)
2) triangle (1)

3. bigger cup
smaller house

4. 1) c C
2) M m
3) G g
4) b B

5. 1) lost
2) girl
3) rain

6. jack-o-lantern - eye
glove - thumb

7. 1) good pets
2) with the balloon

8. bed

9. toys - balloon, kite
homes - two story house
the story house

10. 1) in the cage
2) on the cage

11. 1) read red
2) be bee

12. 1) little
2) store

13. go - stop
he - she
run - walk

14. 1) plays
2) rained
3) rabbits

15. 1) not kind
2) not happy
3) not polite

16. 1) ready to sleep
2) in a slow way
3) someone who paints

17. 1) house / work
2) rain / coat

18. 1) she
2) their

19. 1) the turtle
2) a kitten

20. children
colors
food

21. 2
3
1

22. 1) she worked
for money.
2) she got some
peanuts

23. 1) put on her coat
2) saw a cat
3) funny show

24. (the 3rd sentence)

25. (the 1st and 3rd
sentences.)

26. 1) jump
2) walk
3) build

27. 1) big
2) green
3) happy

28. 1) very fast
2) at the zoo

29. b (boat)
c (cake)
st (steps)
ch (children)
tr (train)

30. k (book)
d (bed)
st (nest)
ck (duck)
ch (watch)

31. 1) L
2) L
3) S
4) S
5) L

32. 1) now
2) blue
3) house
4) pair

33. 1) it is
2) can not

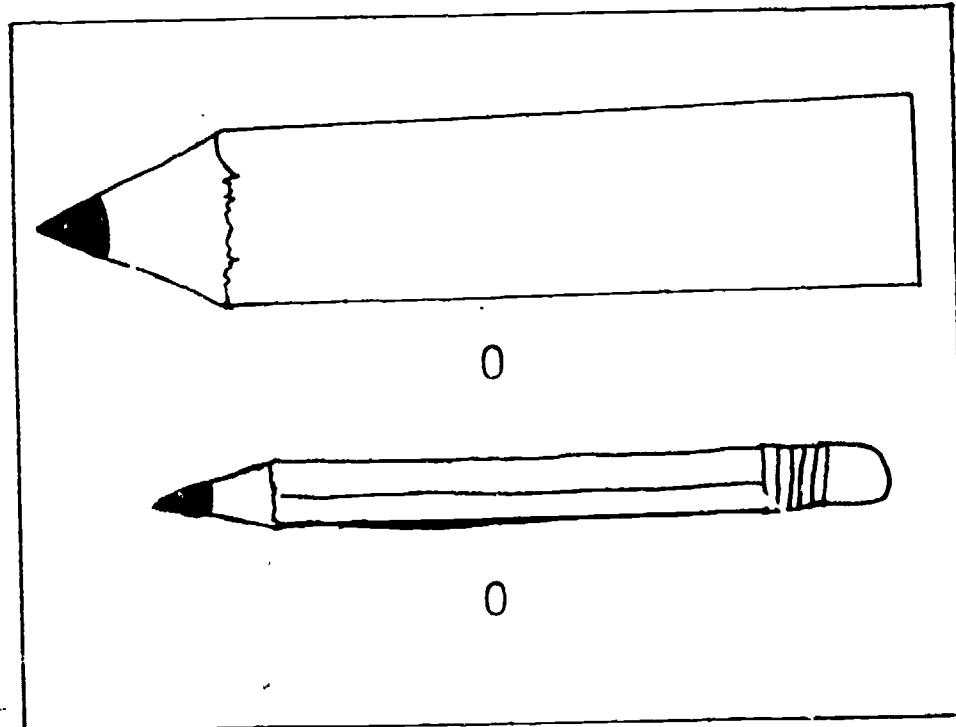
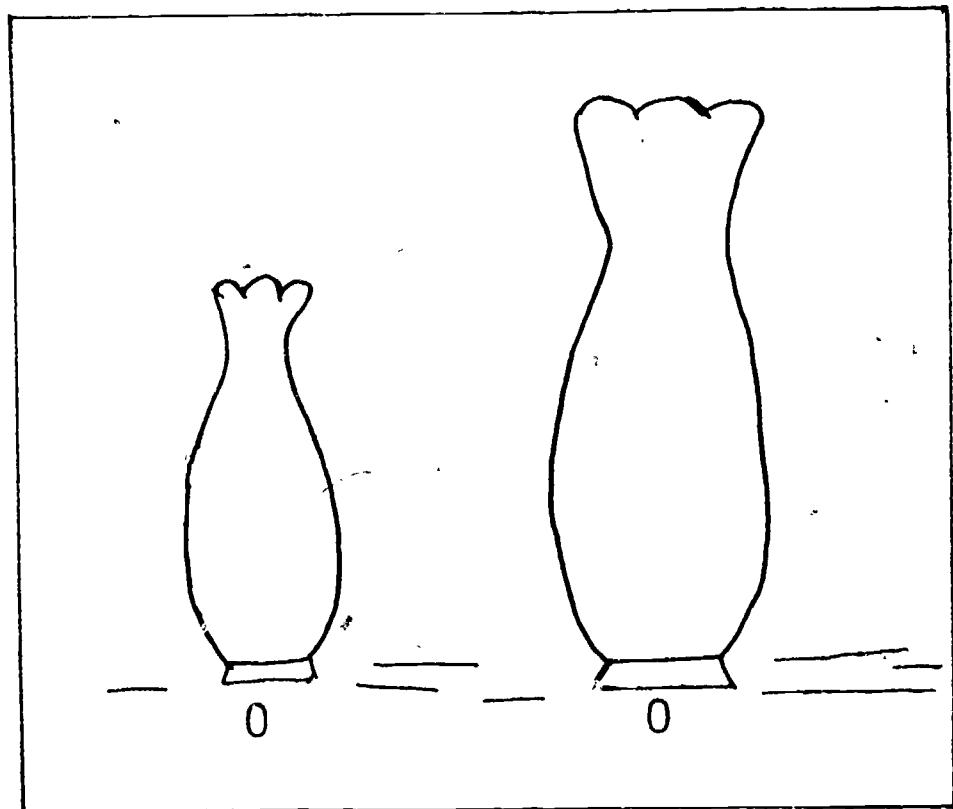
34. 1) e
2) a
3) y

35. 3rd column
animal
balloon
color
day
egg

36. 1) 12
2) The Yellow
Bike

37. 1) 1st sentence
2) 2nd sentence
3) 2nd sentence

38. 1) the day of the
week
2) a good story



3. Size

91Number Correct _____
Possible Score: 2

Student's Tally Sheet Test Results DPI-CRI Screening Test Level II or III

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test; Level _____ Date of Test _____

School _____

Perception

1. Color	4	23. Cause/effect	3
2. Shape	2	24. Main idea	1
3. Size	2	25. Summarizing	2
4. Alphabet	4		40
5. Configuration	3		
6. Part/whole	2	26. Action words	3
7. Phrase sequence	2	27. Descriptive words	3
8. Sound/symbol	1	28. When, what, where how phrases	2
	20	29. Initial Consonants	5

Comprehension

9. Picture/Word clues	4	30. Final consonants	5
10. Prepositional phrases	2	31. Long/short vowels	5
11. Homonyms	2	32. Diphthongs, "r" vowels digraphs	4
12. Synonyms	2	33. Contractions	2
13. Antonyms	3	34. Consonant/vowels irregularities	3
14. Inflectional endings	3		32
15. Prefixes	3		
16. Suffixes	3	35. Alphabetical order	1
17. Compound words	2	36. Table of contents	2
18. Pronouns	2	37. Word meanings glossary	3
19. Details	2	38. Reference source	2
20. Categories	3		8
21. Sequence	1		
22. Sequence	2		

Study Skills

35. Alphabetical order	1
36. Table of contents	2
37. Word meanings glossary	3
38. Reference source	2
	8

Summary Possible Score Pupil's Score

Perception	20	
Comprehension	40	
Word Recognition	32	
Study Skills	8	

Total 100 _____

Analysis of DPI Criterion-Referenced Screening Test
Level II and Level III

A. Student's Tally Sheet

This is to be prepared in duplicate. The teacher keeps one sheet in her files. The second copy is forwarded to the Central Office after the teacher and reading specialist have analyzed the results and formulated the Cycle I prescription.

1. Fill out the information at the top of the sheet. Be sure name and I.D. number is accurate as this will be used to form the official DPI enrollment list for Title I.
2. Enter the pupil's scores in the appropriate spaces.
3. Add each sub-total.
4. Fill in the Skills Summary section by placing each sub-total score in the appropriate blanks.

B. Student's Profile Sheet

- i. Using Table I as a guide, plot the pupil's individual profile by putting an X on the dot that represents the number of items correct in each area. This plotting will enable us to see the areas of the pupil's strengths and weaknesses in relation to the other three areas. It will indicate which areas need to be emphasized during the initial instructional periods.

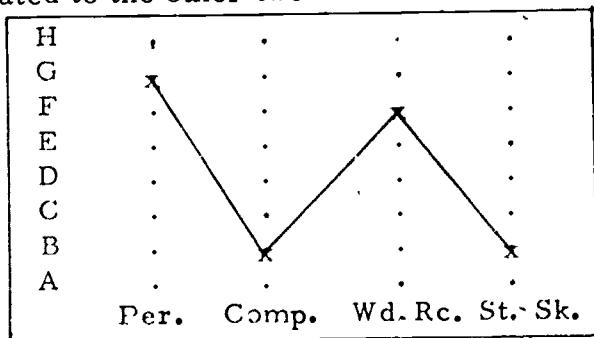
Table I: Item Equivalents

H	19-20	36-40	29-30	8
G	17-18	31-35	25-27	7
F	15-16	26-30	21-24	6
E	13-14	21-25	17-20	5
D	10-12	16-20	13-16	4
C	7-9	11-15	9-12	3
B	4-6	6-10	5-8	2
A	1-3	1-5	1-4	1
Perception	Comprehension	Word Recog.	Study Skills	

2. Using Table I as a guide, plot the pupil's profile by putting an X on the dot indicating the level. This will indicate the pupil's relative ability in each area as related to the other two areas.

Example: John A. made the following sub-test scores.

Perception	18
Comprehension	8
Word Recognition	21
Study Skills	2
Total	49



STUDENT PROFILE SHEET

Pupil's Name _____ Grade _____

I. D. Number _____ School _____

H

G

F

E

D

C

B

A

DIRECTIONS: Using Table I found on the Analysis Sheet, plot the pupil's progress by putting an X on the dot for each skill area that indicates his skill level. Connect the dots with a line. This will give you a graphic illustration of the pupil's relative ability in each area as related to the other three areas.

Student's Test Results

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

/ DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

Perception

1. Color	4	23. Cause/effect	3
2. Shape	2	24. Main idea	1
3. Size	2	25. Summarizing	2
4. Alphabet	4		40
5. Configuration	3		
6. Part/whole	2	<u>Word Recognition</u>	
7. Phrase sequence	2	26. Action words	3
8. Sound/symbol	1	27. Descriptive words	3
	20	28. When, what, where how phrases	2

Comprehension

9. Picture/Word clues	4	30. Final consonants	5
10. Prepositional phrases	2	31. Long/short vowels	5
11. Homonyms	2	32. Diphthongs, "r" vowels digraphs	4
12. Syn., ms	2	33. Contractions	2
13. Antonyms	3	34. Consonant/vowels irregularities	3
14. Inflectional endings	3		
15. Prefixes	3		
16. Suffixes	3		
17. Compound words	2		
18. Pronouns	2		
19. Details	2		
20. Categories	3		
21. Sequence	1		
22. Sequence	2		
		<u>Study Skills</u>	
		35. Alphabetical order	1
		36. Table of contents	2
		37. Word meanings glossary	3
		38. Reference source	2

Summary

Possible Score

Pupil's Score

Perception

21

Comprehension

-4-

Word Recognition

32

Study Skills

2

Ictal

10

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level III

Student's Name _____

I.D. Number _____

School _____

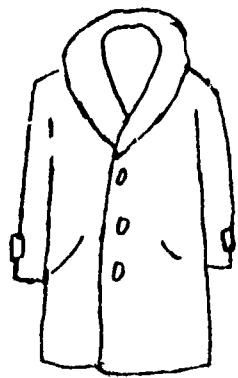
Grade _____

Teacher _____

Date _____

TM 004 692

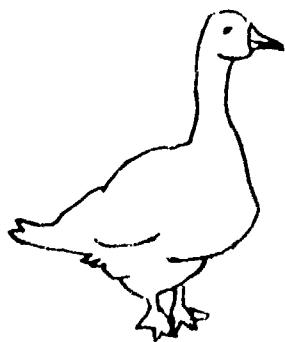
1.



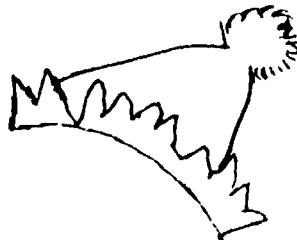
1. red



2. green



3. yellow



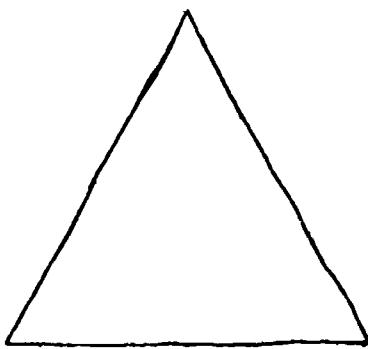
4. blue

1. Color

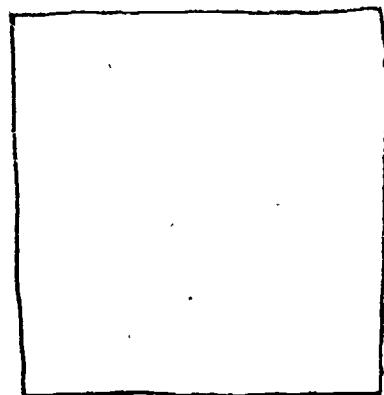
89

Number Correct
Possible Score: 4

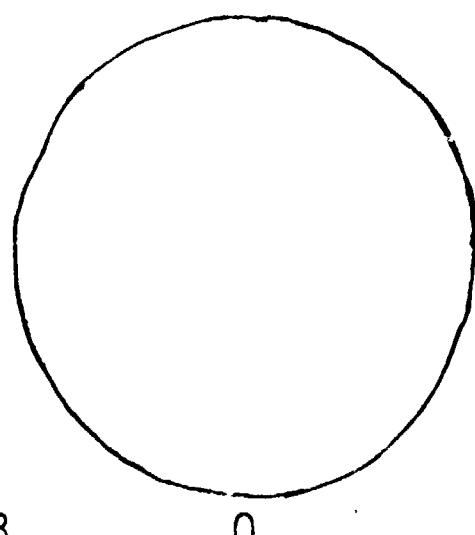
2



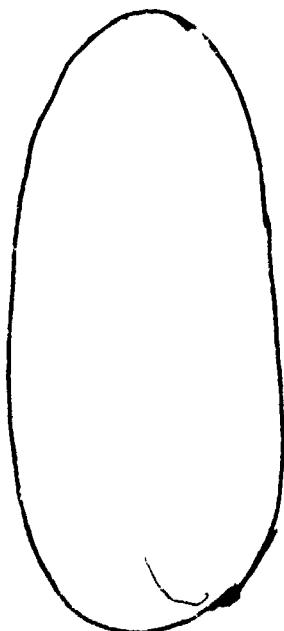
1. 0



2. 0



3. 0

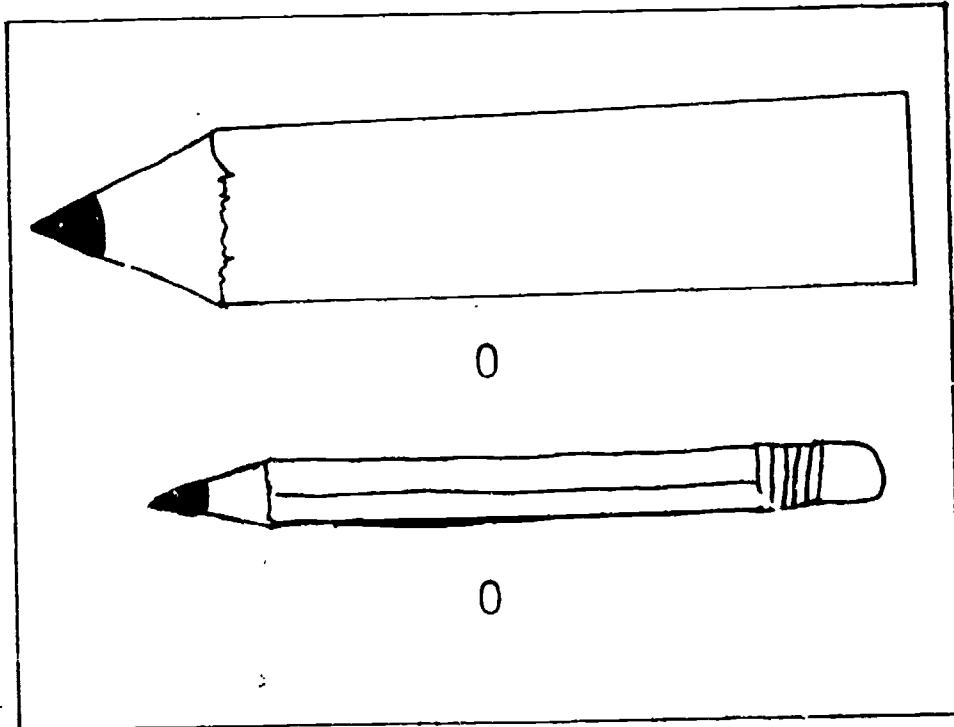
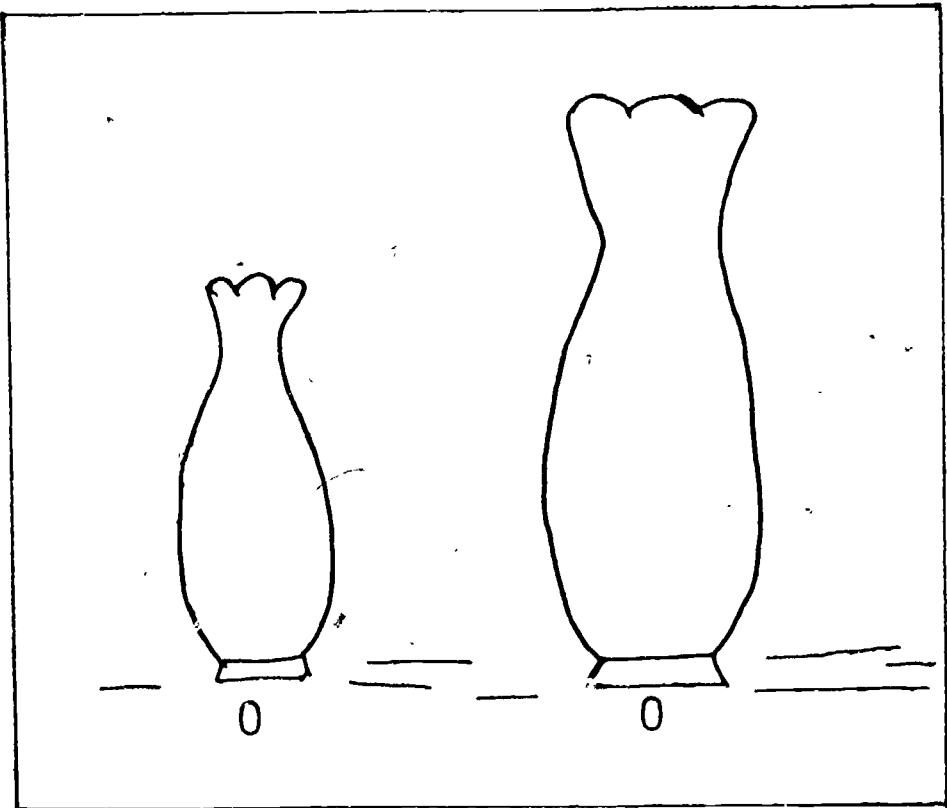


4. 0

2. Shape

90

Number Correct
Possible Score:



3. Size

91Number Correct _____
Possible Score: 2

1.

A	c	a	F	o
---	---	---	---	---

0	0	0	0	0
---	---	---	---	---

2.

m	n	N	w	y
---	---	---	---	---

0	0	0	0	0
---	---	---	---	---

3.

p	j	r	P	B
---	---	---	---	---

0	0	0	0	0
---	---	---	---	---

4.

d	b	D	E	g
---	---	---	---	---

0	0	0	0	0
---	---	---	---	---

4. Alphabet

92Number Correct
Possible Score - 4

1.

play	paly	yalp	play	ypal
------	------	------	------	------

0 0 0 0

2.

stop	tops	pots	opts	stop
------	------	------	------	------

0 0 0 0

3.

never	reven	never	veren	evern
-------	-------	-------	-------	-------

0 0 0 0

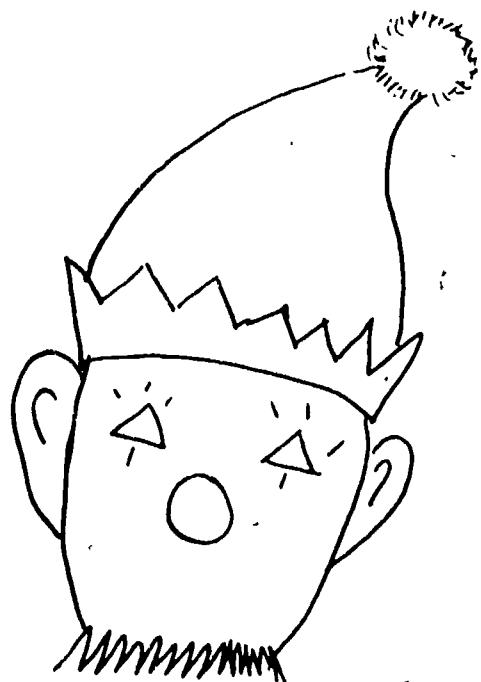
5. Configuration

Number Correct _____
Possible Score: 3

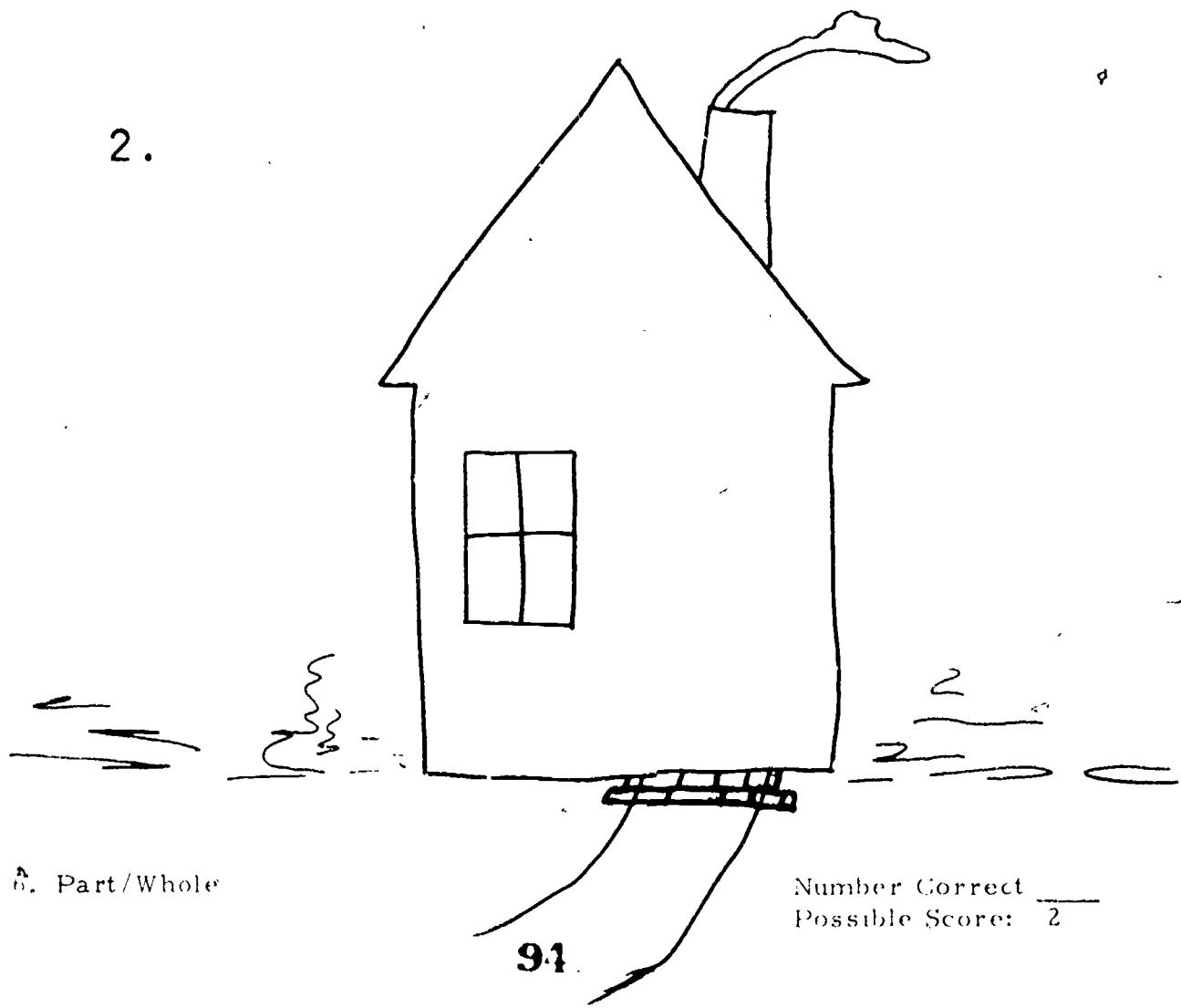
93

6

1.



2.



a. Part/Whole

Number Correct _____
Possible Score: 2

91

1.

above the clouds

Fish swim

in a pond

2.

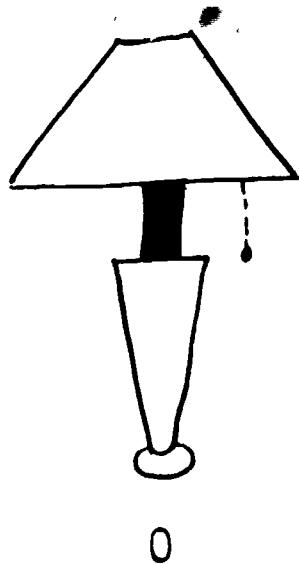
good to eat

Eggs are

made of nuts

7. Phrase sequence

Number Correct _____
Possible Score: 2



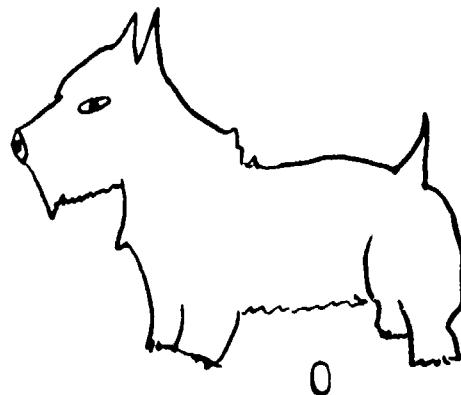
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B. Ware 231 N. Bost Louisville, Ky.	<input checked="" type="checkbox"/>
Mrs. B. Smart 4216 Good Road Happy, Kentucky	<input type="checkbox"/>

0



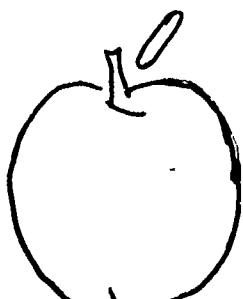
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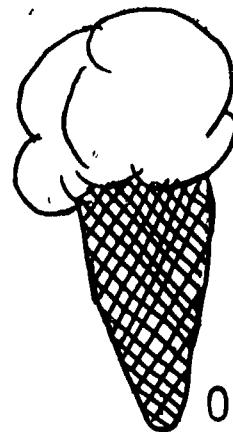
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8. Sound symbol

Number Correct _____
Possible Score 1



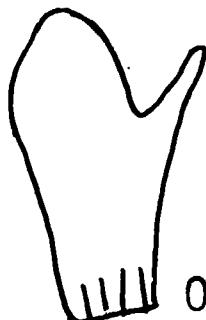
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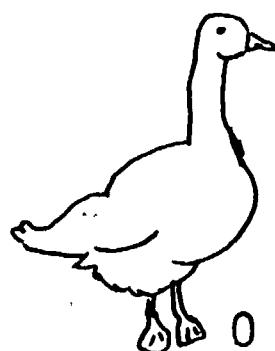


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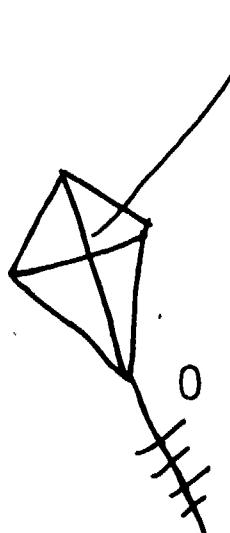


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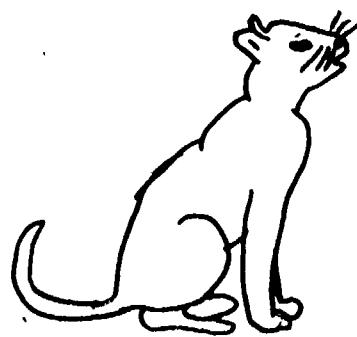
1. food



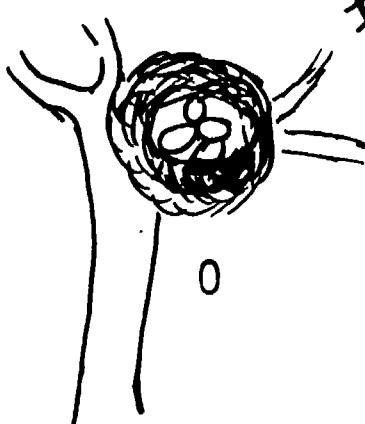
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0



0



0

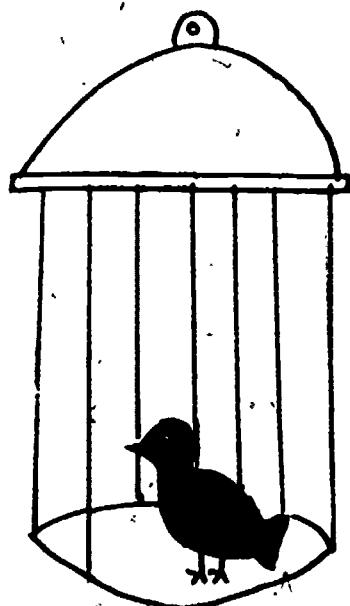
2. animal

9. Picture/ word clues

Number Correct _____
Possible Score: 4

10

1.

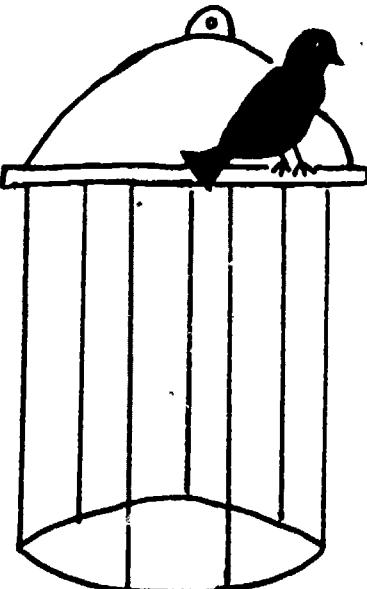


beside the cage

under the cage

inside the cage

2.



on top of the cage

beneath the cage

beside the cage

U

1. John blew his blue whistle.

0 0 0 0 0

2. Two boys raced to the corner.

0 0 0 0 0

11. Homonyms

Number Correct _____
Possible Score: 2

1. I am not afraid in the dark.

0 small 0 scared

2. This box is very large.

0 big 0 unhappy

12. Synonyms

Number Correct _____
Possible Score: 2

1.	go	0 book
		0 come
2.	yes	0 no
		0 so
3.	new	0 now
		0 old

13. Antonyms

Number Correct _____
Possible Score: 3

1. My dog _____ fast.

0 runs 0 running

2. Dick is _____ his plane.

0 fly 0 flying

3. The house is _____ red.

0 paint 0 painted

14. Inflectional endings

Number Correct _____
Possible Score: 3

1. I am unafraid.

scared
 not scared

2. I will rewrite the story.

write again
 not write

3. The boys disobey their mother.

do not obey
 follow orders

1. My brother is very helpful.

- helps a lot
- does not help

2. John was careless and hurt himself.

- did not watch out
- took good care

3. The bird sang merrily.

- with joy
- without joy

1. The cowboy roped a calf.
0 0 0 0 0

2. The children made a snowman.
0 0 0 0 0

17. Compound words

Number Correct _____
Possible Score: 2

1. I lost __ toy boat.

0 us 0 my 0 we

2. __ will go to the circus.

0 Their 0 Our 0 We

18. Pronouns

Number Correct _____
Possible Score: 2

The plane flew above the trees. The pilot looked down into the dark forest. Suddenly he saw something move. He looked closely. Was it a red deer? Was it a brown bear? No, it was the lost boy. The pilot was happy. He was going to land the plane and save the boy.

1. A boy was lost

in the cornfield

in the forest

2. The pilot saw

a red deer

the lost boy

<u>animals</u>	<u>fruit</u>	<u>colors</u>	<u>clothes</u>
----------------	--------------	---------------	----------------

 1 2 3 4

1. apple orange blueberry _____

2. coat pants dress _____

3. horse cow sheep _____

20. Categories

Number Correct _____
Possible Score: 3

The children ate the cake. _____

Mother mixed the cake batter. _____

She baked the cake in the oven. _____

21. Sequence

Number Correct _____
Possible Score: 1

MIKE AND BOB

Mike and Bob made a doghouse for Brownie. First they found some old boards. They nailed the boards together. Then they put on the roof. Next they painted the doghouse red. Brownie came over to the doghouse. He sniffed and sniffed. "Bow-Wow," he barked. "Thank you for my new house."

1. What was the first thing Mike and Bob did?

- O nailed boards together
- O painted the house red
- O found some old boards

2. What did the boys do after they nailed the boards together?

- O called Brownie
- O put on the roof
- O painted the house red

1. Bob was so hungry that he

went to sleep.

ate some cake.

2. Jane's doll broke when she

dropped it on the sidewalk.

ate some blueberries.

3. The grass was wet because

it had rained hard.

the wind blew.

23. Cause/effect

Number Correct _____
Possible Score 3

THE RABBITS

The rabbits thought and thought of a name for their new baby. They could not think of a name they liked. At last Mr. Squirrel found a name for the baby. He called him Bunny Boy. The rabbits were happy with that name. They liked this name for their new baby.

O The rabbits had a new baby.

O The new baby rabbit was named.

O Mr. Squirrel was happy.

Work In The Forest

A long time ago many men in our country worked in the forests. They had to cut down trees by hand. They used axes and large saws. Their work was hard and dangerous. They often wore brightly colored clothes so that they would be easy to see. The men were proud of their work.

O Trees were cut down in the forest.

O Some men worked hard a long time ago.

O Brightly colored clothes are pretty.

1.	2.	3.
knock 0	lamb 0	skate 0
beautiful 0	climb 0	soup 0

26. Action

Number Correct _____
Possible Score: 31. the funny clown
0 0 02. the lazy boy
0 0 03. a yellow basket
0 0 0

27. Descriptive words

Number Correct _____
Possible Score: 3

1. When are you to come to my house?

Come to my house after breakfast.

0 . 0 0 . 0 0 0

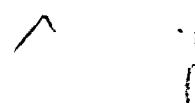
2. What does Grandmother bake everyday?

Grandmother bakes sugar cookies

0 . . 0 0 0

everyday.

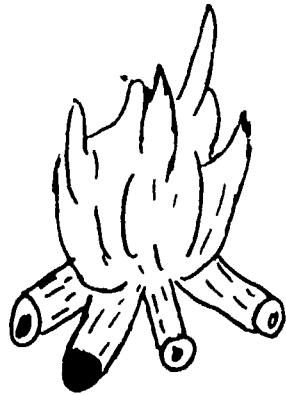
0



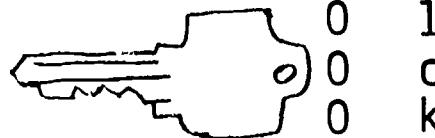
28. When, what, where, how phrases

Number Correct _____
Possible Score: 2

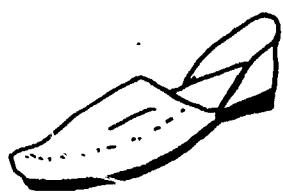
24



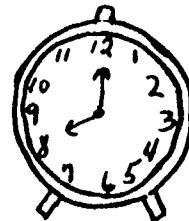
0 t
0 f
0 b



0
0
0
1
c
k



0 sl
0 sm
0 st



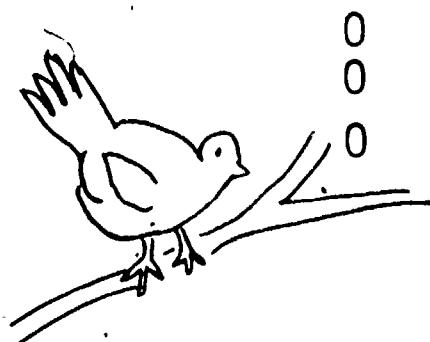
0 cl
0 dr
0 st



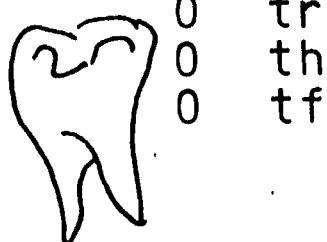
0 br
0 tr
0 dr

29. Initial consonants

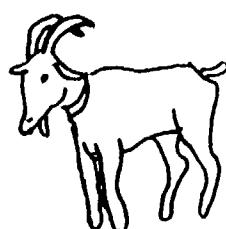
Number Correct _____
Possible Score: 5



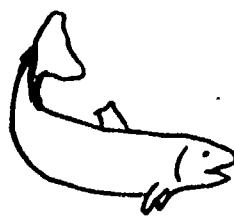
0 d
0 t
0 b



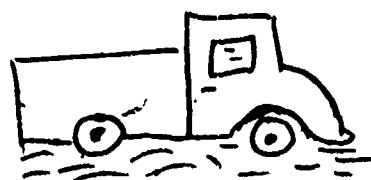
0 tr
0 th
0 tf



0 d
0 t
0 l



0 th
0 tr
0 sh



0 ck
0 sk
0 sl

30. Final consonants

112

Number Correct _____
Possible Score: 5

1. boat	L 0	S 0
2. play	L 0	S 0
3. sick	L 0	S 0
4. egg	L 0	S 0
5. face	L 0	S 0

31. Long/short vowels

Number Correct _____
Possible Score: 5

1. now	house	dot	play
	0	0	0

2. boy	snow	boat	noise
	0	0	0

3. cook	boot	book	cop
	0	0	0

4. bird	word	card	bit
	0	0	0

32. Diphthongs and "r" vowels,
digraphsNumber Correct _____
Possible Score: 4

1. I'm 0 I would
 0 I am

2. you've 0 you have
 0 can not

33. Contractions

Number Correct _____

Possible Score: 2

1. light l i g h t
 0 0 0 0 0

2. wrap w r a p
 0 0 0 0

3. bake b a k e
 0 0 0 0

34. Consonant, vowel
irregularities**114**

Number Correct _____

Possible Score: 3

button _____

basket _____

bridge _____

bell _____

35. Alphabetical order

Number Correct _____
Possible Score: 1

Going Fishing 34

Let's Go 37

Let's Fish. 40

Catching A Fish 43

Joe's Big Fish. 47

1. On what page does the story
Let's Fish begin? _____

2. What is the name of the story that
begins on page 43? _____

adventure

adventure 1) an unusual happening
2) to meet with new and exciting happenings

against 1) touching something 2)
opposite to

awful 1) something terrible 2) to fill with deep respect

belt 1) a narrow piece of cloth put around the body

cannon

blink 1) to close the eye quickly
blizzard 1) a hard snow with high winds

bother 1) to worry 2) give trouble to

business 1) a way to make a living
2) something that must be done

cannon 1) a large gun

- What is the first entry word in the glossary? _____
- What is the last entry word in the glossary? _____
- Would you use meaning number 1 or number 2 for the word against in the following sentence?

The ladder is leaning against the () house.

dictionary (1)

atlas (2)

telephone directory (3)

encyclopedia (4)

a. Which book would you use
to find someone's telephone (____)
number?

b. Which book would you use to
find the meaning of a word? (____)

38. Reference source

Number Correct _____
Possible Score: 2

END OF TEST